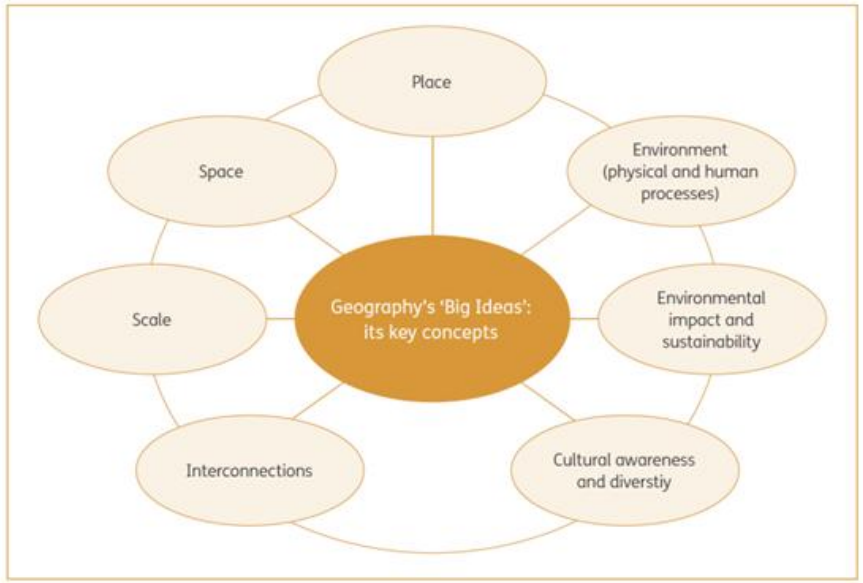
The Meadows Primary Academy

Geography

Place	Having a 'sense of place' – simply put, what is the place like? Having the locational knowledge to describe where there are – which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication) the specific key human and physical aspects of a place created by a shared human experience (what are 'The Potteries' like?) We also have to consider the sustainability of places.
Space	How natural and man-made places fit together in the jigsaw of the world. We need to look at the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes. The concept of space considers how the environmental and human characteristics of places are influenced by their location, but also how the effects of location and distance from other places on people are being reduced by improvements in transport and communication technologies.
Scale	This is about understanding the big picture as well as our experiences in day to day life. The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. If we are studying climate – how do we examine climate on a personal, local and global scale? Scale is influential in how we represent what we see or experience. Scale might be personal or local, regional or global. There is also national and international scales.
Environment	This considers how we use the natural world and how people have the ability to change it. The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
Interconnections	No object of geographical study can be viewed in isolation. We need to look at the impact of people, places or processes. We can also examine diversity in this concept: people around the world have different experiences and ways of life but we also have an impact on each other. Interconnections explore how people and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.
Physical and human processes	Looking at how events can change the physical and human world. Physical process – an event or sequence of events that occur naturally due to the power of the planet. Human process - things created/affected by people. These processes would not occur without human involvement.

Geography Curriculum Rationale

7 key concepts that underpin the Geography curriculum



Substantive Knowledge

Disciplinary knowledge

This considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers and begin to 'think like a geographer'

Geography Rationale	Pedagogy of Geography
Geography curriculum has been designed to provide the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. In this way, it can powerfully address social disadvantage, building cultural capital, allowing pupils to take advantage of opportunities, responsibilities and experiences of later life Geography curriculum has clearly defined end points that the curriculum builds towards	The geography curriculum has been planned so the curriculum organises and repeats procedural, substantive and disciplinary knowledge to show pupils how each component fits together and how composite knowledge is built. In order to 'think like a geographer' and gain 'geographical expertise' The geography curriculum is planned to help build a schema where they further embed prior learning knowledge into their long-term memory through recall and review, building on what pupils already know, we are then able to increase both the quantity and complexity of procedural, substantive knowledge and disciplinary knowledge as they progress. Pupils will be introduced to new component knowledge and teachers will ensure they can relate this to what they already know to build a strong schema. Pupils will gain a secure grasp of well-connected pieces of knowledge and consequently know more, remember more and are able to do more, thus making good progress. Children progress from concrete experiences, knowledge and skills base to abstract and build the ability to generalise, therefore 'thinking as geographers' Geography is a dynamic subject, and we review our geography curriculum to ensure accuracy and relevance.

The Meadows Primary Academy - Geography progression through EYFS: UW- The World		
Playing & Exploring - Engagement	**Active Learning - Motivation**	**Creating & Thinking Critically - Thinking**
Finding out & exploring Playing with what they know Being willing to 'have a go'	Being involved & concentrating Keep on trying Enjoying achieving what they set out to do	Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW- The World

- Explore the natural world around them, making observations and drawing pictures of plants and animals
- Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary - to be used daily.
Nursery Skills	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Know that there are different countries in the world & talk about the differences they have experienced or seen in photos Name different types of transport and how they travel	Talk about some of the things they have observed in different places Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park To listen to stories on celebrations such as birthdays, Diwali, Christmas etc and to talk about them and how they are celebrated	Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. Identify seasonal patterns – focusing on plants and animals. Begin to understand the effect their behaviour can have on the environment To be able to identify similarities and differences between themselves and peers	Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Use diverse range of props, photos, books to notice & talk about similarities & differences	environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present.

	Autumn 1 Ourselves	**Autumn 2** Celebrations	**Spring 1** Moving on up	**Spring 2** What a wonderful world	**Summer 1** What's the story?	**Summer 2** Rescue me
Nursery Knowledge	Can describe the location of special events to them e.g. parks, cinema, beach. Can say what they like and dislike about indoor and outdoor classroom. Talk about seasonal changes. What can we see in Autumn, Winter, Spring and Summer link to weather, clothing and trees.	Can talk about who lives in their home. To be able to identify similarities and differences between themselves and peers To know the different celebrations which are being celebrated at this time of year	Know the names of other countries and can explain similarities and Differences. (moved) Can talk about different modes of transport and what mode of transport is appropriate to go get to school, China etc... Understand road safety	Can explain why we see plants and flowers growing in the spring and the Summer. Can explain the best places for flowers, and vegetables to grow and explain why.	Know our school is based in Stoke-On-Trent which is in England. Can name some significant places in Stoke-On-Trent - Park, swimming, Shopping etc. To name a variety of different homes such as barn, castle, tent caravan, flat, detached.	To be able to explain the consequences of not putting our rubbish in the bin. To know where they live and can talk about the world around them
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. Timeline of events to be placed up on class walls so children can continually retrieve prior learning.						

The Meadows Primary Academy - Geography progression through EYFS: UW- The World		
Playing & Exploring - Engagement	**Active Learning - Motivation**	**Creating & Thinking Critically - Thinking**
Finding out & exploring Playing with what they know Being willing to 'have a go'	Being involved & concentrating Keep on trying Enjoying achieving what they set out to do	Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW- The World

- Explore the natural world around them, making observations and drawing pictures of plants and animals
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Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- to be used daily
Reception Skills	Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live	Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Recognise some similarities & differences between life in this country & life in other countries	Explore their local environment and talk about the changes they see. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Explain that human activity can influence and impact on the world, meaning that things happen because of our actions Understand the effect of changing seasons on the natural world around them	Examine change over time. Describe some actions which people in their own community do that help to maintain the area they live in. Draw information from a simple map Interpret range of sources of geographical information, including maps, globes, photographs	Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' make distinctions in their observations. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"

	Autumn 1 "Who am I?"	Autumn 2 "Who am I?"	Spring 1 "Food to fork"	Spring 2 "Food to fork"	Summer 1 "Where will we go now? Water, water everywhere"	Summer 2 "Where will we go now? Water, water everywhere"
Reception Knowledge	Know own address. Describe own home Know school is in Blurton - Stoke Describe the environment and what we see on photographs	Explore and describe the school grounds including, all playgrounds and field Describe similarities and differences between the different locations around school. Name different building people go to worship, church, temple and synagogue.	Describe similarities and differences between the different locations around school. Compare the seasonal changes and what we have observed.	Talk about the best places to plant in the school grounds and why. Draw a map of where and what is planted in our outdoor area.	Use a BeeBot to plan a route and explain direction. Plan a route from home to school. Name the 4 different countries in the UK and spot these on a map when looking at homes around the world. Talk about significant places in Stoke	Talk about the impact of human activity- Recycling. The impact on animals and the environment. Recognise some environments that are different to the one in which they live e.g. the ocean
My School, My Area				**The UK**		
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. Timeline of events to be placed up on class walls so children can continually retrieve prior learning.						

KS1 Cycle A: Geography

KS1: Programme of Study

Locational knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Name and locate the world's seven continents and five oceans (Cycle B)

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom
- 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
- 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 – beach study
- 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 – beach study

KS1 Cycle A: Knowledge

Locational Knowledge:

- Know Stoke-on-Trent is a city in England with towns like Hanley.
- Understand the difference between cities, towns, villages, and countryside.
- Recognise the four countries of the UK and their capitals.
- Identify seas, oceans, and compass directions around the UK.
- Locate the UK within Europe and near countries like France.
- Describe key weather and climate events and their effects.
- Identify coastal features like cliffs, beaches, and bays.
- Use maps, atlases, and compasses to find places.

Environmental, physical and human geography e.g. migration; glaciation; climate change

- Identify countryside features and green spaces
- Understand weather events and climate change impacts
- Learn how to protect nature (Countryside Code)
- Recognise landforms and water bodies
- Understand coastal features and weather patterns
- Compare cities, towns, villages, and countryside
- Know about buildings, transport, and jobs in different areas
- Learn how people affect and adapt to the environment

• Understand different types of jobs in cities, countryside, and seaside areas.	
Place Knowledge (connection of location and physical and or/human geography processes with personal experience) • Know where Stoke-on-Trent, Birmingham, and other UK places are • Understand the difference between cities, towns, villages, and countryside • Recognise key UK countries and their capital cities • Identify local and national landmarks like rivers, parks, and canals • Use maps and atlases to locate places in the UK and Europe • Understand the relationship between places and their features (e.g., seaside towns vs. landlocked cities)	**Geographical Skills and fieldwork** (e.g. using maps and globes; collecting first hand evidence) • Use maps, atlases, and compasses to find places and directions • Identify physical and human features on maps and in the environment • Observe and describe local environments like parks and streets • Collect simple data through observation and recording • Use basic geographical vocabulary to explain features and locations • Follow safety rules when exploring outdoors • Compare different places using geographical information

KS1: Building of 7 key concepts

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and scale

- Understand what makes a place special or different
- Recognise how places fit within bigger areas (e.g., street → town → city → country)
- Explore how people use and change places
- Identify local, national, and global places and their connections
- Learn how places can be described at different scales (small to large)
- Understand how human activities affect places at various scales

Human and Physical processes

- Learn how natural processes shape the land (e.g., rivers, weather, erosion)
- Understand how people change and manage the environment (e.g., building, farming, conservation)
- Explore how weather and climate affect people and places
- Recognise causes and effects of events like floods, droughts, and storms
- Understand how human activities impact landscapes and ecosystems
- Discover how communities adapt to physical and environmental changes

Interconnections

- Understand how people, places, and environments are linked
- Explore how goods, ideas, and people move between places
- Learn how human activities affect natural systems and vice versa
- Recognise connections between local, national, and global issues

- See how communities depend on each other and on natural resources
- Explore the impact of travel, trade, and technology on places and people

Cultural awareness and diversity

- Learn about different cultures and traditions around the world
- Understand how culture shapes people's lives and places
- Recognise and respect cultural differences and similarities
- Explore how migration and travel influence communities
- Appreciate diversity within their own local area and beyond
- Develop empathy and open-mindedness towards others

Environmental impact and sustainability

- Understand how human actions affect the environment
- Learn about pollution, waste, and resource use
- Explore ways to protect natural habitats and wildlife
- Recognise the importance of recycling and reducing waste
- Discover how climate change affects people and places
- Understand how to live more sustainably and care for the planet

KS1 Cycle A - End points	
Living in a city	Stoke-on-Trent is a city in England. A city is a large place where lots of people live and work. Hanley is one of the towns in Stoke-on-Trent. A town is smaller than a city. In cities, you see homes, offices, shops, schools, and tall buildings. People travel in cities by cars, buses, and trains. Stoke-on-Trent has lots of green spaces like parks, fields, and hills. It also has canals, lakes, and the River Trent. Birmingham is a much bigger city than Stoke-on-Trent. Birmingham has more buildings and more people. We live in England, which is a country. England is part of the United Kingdom. The United Kingdom has four countries: England, Scotland, Wales, and Northern Ireland. In cities, we must stay safe near roads by using the Green Cross Code: Stop, Look, Listen, Think. A stranger is someone we don't know. Some strangers, like police officers or shop workers, can help us if we get lost.
Living in the	The countryside is a quiet place away from cities and towns.

countryside	It has fewer people and is called a rural area. The countryside has fields, hills, mountains, valleys, rivers, lakes, woods, and forests. A hill is land that is higher than the land around it. A mountain is much higher than a hill. A valley is the low land between hills or mountains. A lake is a large area of water surrounded by land. A wood is a small group of trees; a forest is much bigger. A village is a small group of homes in the countryside. Villages often have a shop, school, village hall, and a pub. Farms are near villages. Farmers grow crops and keep animals. Farms have buildings like barns and a farmhouse. Fields are often separated by dry stone walls. People can use stiles to safely cross over walls or fences. People visit the countryside for walks, camping, or adventure activities like cycling, kayaking, and horse riding. Visitors must follow the Countryside Code: • Respect others – be kind and polite. • Protect the countryside – don't drop litter, stay on paths, keep dogs on leads. • Enjoy your visit – have fun and stay safe. The countryside and cities are different: • Cities like Stoke-on-Trent have more people and more buildings. • The countryside has fewer people, more nature, and fewer buildings.
Where are we?	We live in different places called communities. Your bedroom is the smallest place you live. Your house is bigger than your bedroom. Your house is on a street. Your street is in a town. Your town is in a city. A city is bigger than a town. A city is in a country. We live in the country called England. England is run by a government. England is part of the United Kingdom. The United Kingdom has four countries: England, Scotland, Wales and Northern Ireland. Each country has its own capital city. The capital city of England is London.

	The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. The United Kingdom is surrounded by water. The water around the UK includes seas and oceans. Oceans are bigger than seas. The North Sea is to the east of the UK. The English Channel is to the south of the UK. The Irish Sea is to the west of the UK. The Atlantic Ocean is west of the UK and very large. A compass helps us know direction: north, south, east and west. The United Kingdom is part of a continent called Europe. A continent is a large area of land with many countries. France is a country in Europe and is across the English Channel from England. We can use an atlas to find countries around the world.
Seasonal changes	A heatwave is a long time of very hot weather. In summer, the weather is hotter and there is less rain. A drought is when there is not enough rain for a long time. Droughts can cause problems for plants, animals, and people. We had a drought in the UK in 2022, the hottest year on record. During a drought, people may not have enough water. In a heatwave, people should stay out of the sun between 11am and 3pm. People should wear hats, light clothes and drink lots of water. Windows should stay closed in the day to keep rooms cooler. Floods happen when there is too much rain and the ground cannot soak it up. A flood is when water covers land that is usually dry. Floods can damage homes, roads, and schools. Floods can happen slowly or suddenly. Workington had a big flood in 2009 after lots of rain. Floods can also help farmers by making the soil better for growing. Floods can happen more in places with steep hills, little trees, or lots of drains. High winds are very strong winds over 40mph. High winds can blow over trees and damage homes and cars. Roads, train lines, and flights may be closed during high winds. Waves at the coast get bigger and more dangerous during strong winds. Storm Debi in 2023 caused high winds and power cuts in the UK.

	Snow can be fun but also causes problems. Snowdrifts are big piles of snow made by the wind. Blizzards make it hard to see and can be dangerous. Snow can close roads, train lines, and schools. In Sweden, they are better prepared for snow with snowploughs and winter tyres. The weather is changing all around the world. This is called climate change. Climate change is caused by things people do, like driving cars and cutting down trees. Earth is getting hotter. This is called global warming. Global warming makes more extreme weather, like floods and heatwaves. Animals and plants are affected by climate change. Some places might flood or have more droughts. Everyone can help by using less electricity, walking or cycling more, recycling, using less water, eating less meat, planting trees.
Living by the sea	The coastline is where the land meets the sea. Coastlines in the UK have different features. Cliffs are steep edges of land that drop into the sea. Beaches are sandy or pebbly areas next to the sea. Sand dunes are hills of sand formed by the wind. A bay is a part of the sea nearly surrounded by land. A headland is a piece of land that sticks out into the sea. A seaside town has shops, hotels, and places for tourists. A promenade is a path next to the beach for walking. A pier is a raised platform over the sea with amusements. Arcades are indoor places with games and prizes. A harbour is a safe place for boats near the coast. A lighthouse warns boats about danger and helps guide them. The RNLI is a charity that rescues people at sea. RNLI stands for Royal National Lifeboat Institution. RNLI uses lifeboats and hovercraft to help people. Most RNLI crew are unpaid volunteers. Stoke-on-Trent is not a seaside town – it is landlocked. A map or atlas can help find seaside towns like Blackpool or Tenby. A compass shows direction: north, east, south, and west. Blackpool is a seaside town on the west coast of England.

	Tourists visit places like Blackpool to relax and have fun. Seaside towns are popular in warm weather. The RNLI gives advice to help people stay safe at the beach. Lifeguards watch the beach and help people in danger. Always take a way to call for help, like a phone in a waterproof pouch. If you fall into water, remember: Float to Live. Learn to swim and always stay with an adult at the beach. The sea can be dangerous due to tides, waves, and cold water. The sun can be harmful; protect yourself from sunburn. You can still get sunburnt on a cloudy day.
Working hard	Work means doing something to finish a task or reach a goal. People do work as part of their job. Jobs include many different activities, like teaching, farming, baking, or helping others. People get paid money for their work; this money is called a wage. Some people travel a short distance to work; others travel far—this is called commuting. Since Covid, many people work from home using computers. Different jobs exist in different places (cities, countryside, seaside). Some jobs are common everywhere (teachers, shop assistants, police, firefighters, rubbish collectors). Some jobs are specific to places (farmers in countryside, fishermen by the sea). Factories are big buildings where many things are made using machines and workers. Factory workers have different jobs but work as a team to make products. Machines help workers make products faster, but machines can break and need fixing. Teamwork is important to solve problems and finish work well and on time. Examples of jobs: teacher, meteorologist, interpreter, farmer, paramedic, park ranger, accountant, shop assistant.

KS1 Cycle A - Key Vocabulary					
Living in a city	**Living in the countryside**	**Where are we?**	**Seasonal changes**	**Living by the sea**	**Working hard**
Stoke-on-Trent, city, England, big, people, live, work, Hanley, town, smaller, homes, offices, shops, schools, tall buildings, travel, cars, buses, trains, parks, fields, hills, canals, lakes, River Trent, Birmingham, bigger city, country, United Kingdom, Scotland, Wales, Northern Ireland, safe, roads, Green Cross Code, Stop, Look, Listen, Think, stranger, police officers, shop workers, lost	countryside, quiet, city, town, village, fields, hills, mountains, valleys, rivers, lakes, woods, forest, trees, homes, shop, school, village hall, pub, farm, farmer, crops, animals, barn, farmhouse, stone walls, fences, stiles, walks, camping, adventure, cycling, kayaking, horse riding, Countryside Code, respect, kind, polite, protect, litter, paths, dogs, leads, enjoy, visit, safe, people, buildings, nature	communities, bedroom, house, street, town, city, country, England, government, United Kingdom, Scotland, Wales, Northern Ireland, capital city, London, Edinburgh, Cardiff, water, seas, oceans, North Sea, English Channel, Irish Sea, Atlantic Ocean, compass, direction, north, south, east, west, continent, Europe, France, atlas, countries, world	heatwave, hot weather, summer, rain, dry, plants, animals, people, UK, water, sun, hats, light clothes, drink, cooler, floods, rain, ground, water, land, homes, roads, schools, soil, growing, hills, trees, drains, wind, strong wind, trees, cars, trains, planes, coast, waves, storm, power cuts, snow, snowdrifts, wind, blizzards, snowploughs, winter tyres, climate change, Earth, global warming, weather, electricity, walking, cycling, recycling, water, meat, planting trees	coast, land, sea, cliffs, beach, sand, stones, sand hills, bay, headland, seaside town, shops, hotels, visitors, sea walk, pier, fun places, arcades, harbour, boats, lighthouse, danger, helpers, lifeboats, hovercraft, volunteers, Stoke-on-Trent, no sea, map, atlas, Blackpool, Tenby, compass, directions, north, east, south, west, coast, rest, warm weather, advice, beach, lifeguards, phone, waterproof bag, Float to Live, swim, grown-up, tides, waves, cold water, sun, sunburn, cloudy day	work, job, task, goal, teaching, farming, baking, helping, money, paid, travel, home, computers, city, countryside, seaside, teacher, shop helper, police, firefighter, rubbish collector, farmer, fisherman, factory, building, machine, worker, things made, team, teamwork, help, fix problems, finish, teacher, weather helper, translator, farmer, ambulance helper, park helper, money keeper, shop helper

Experiences	SMSC	British Values	The Meadows Values
Explore different environments firsthand Take part in outdoor fieldwork and observations Use maps, atlases, and digital tools to investigate places Engage in discussions about places and people Reflect on how places feel and why they matter Connect learning to their own lives and communities	**Spiritual:** Reflect on nature and their place in the world **Moral:** Consider ethical issues like fairness and environmental care **Social:** Develop teamwork and communication skills through group activities **Cultural:** Appreciate different cultures and traditions in places studied	**Democracy:** Understand how England is governed and the role of government. Learn about community involvement and local decision-making **Rule of Law:** Follow safety rules in cities (e.g., Green Cross Code) and countryside (Countryside Code). Recognise laws that protect the environment and public spaces **Individual Liberty:** Encourage children to explore and express their ideas freely. Learn about diverse places and cultures within the UK and beyond **Mutual Respect:** Value different communities and cultures in the UK (England, Scotland, Wales, Northern Ireland). Respect others when visiting the countryside or seaside, following codes of conduct **Tolerance:** Appreciate cultural diversity in places and communities. Understand and respecting different lifestyles and traditions in the UK and Europe	**Respect:** Respecting people, communities, and the environment (countryside, cities, coastlines). Following safety and countryside codes to protect places and people **Resilience:** Understanding challenges like floods, droughts, and climate change and how people adapt. Learning about overcoming extreme weather and environmental changes **Kindness:** Being considerate to others in communities and natural spaces. Helping and supporting others, such as recognising safe strangers (e.g., police, shop workers) **Curiosity:** Exploring different places, landscapes, and weather patterns. Asking questions about how places and environments change over time. **Aspiration:** Learning about different jobs and roles people do in cities, countryside, and coastal areas. Inspiring children to care for the planet and communities for a better future. **Teamwork:** Understanding how people work together in communities, farms, factories, and emergency services (e.g., RNLI). Collaborating to protect the environment and follow safety guidelines.

KS1 Cycle B: Geography

KS1: Programme of Study

Locational knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Name and locate the world's seven continents and five oceans (Cycle B)

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom
- 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
- 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 – beach study
- 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 – beach study

KS1 Cycle B: Knowledge

Locational Knowledge: • Know the UK is made of four countries and is in Europe. • Name the world's continents and oceans. • Know hot places are near the Equator and cold places near the poles. • Know the UK has four seasons and a temperate climate. • Know where Scafell Pike, Stoke-on-Trent, and the Amazon Rainforest are.	**Environmental, physical and human geography** e.g. migration; glaciation; climate change • Learn about natural features like mountains, rivers, and weather. • Explore how people use and change the land around them. • Understand how towns, cities, and countryside are different. • Discover how natural places and human-made places connect and affect each other
Place Knowledge (connection of location and physical and or/human geography processes with personal experience)	**Geographical Skills and fieldwork** (e.g. using maps and globes; collecting first hand evidence)

• Find out where different countries, cities, and towns are located. • Learn about the features that make places special, like mountains, rivers, or buildings. • Compare places near and far, noticing how they are alike and different. • Understand how climate and location affect how people live in different places.	• Use simple maps, atlases, and globes to find places. • Use basic compass directions (north, south, east, west). • Use simple fieldwork to observe and describe local environment. • Ask and answer questions about places and environments. • Use photographs and pictures to talk about places.

KS1: Building of 7 key concepts

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and scale

- Identify the Equator, North Pole, and South Pole on maps and globes.
- Understand how the Equator divides the Earth into Northern and Southern Hemispheres.
- Explore how location near or far from the Equator affects climate and weather.
- Learn about different climate zones, focusing on tropical areas like the Amazon Rainforest.
- Use maps to locate continents, climate zones, and key physical features.

Human and Physical processes

- Explore how natural features like mountains, rivers, and rainforests are formed and change over time.
- Understand how human activities, such as farming, building, and tourism, affect the environment.
- Learn how people use natural resources and how this can impact plants, animals, and habitats.
- Discuss ways humans can protect and care for the environment.
- Investigate how physical and human processes are connected and influence each other.

Interconnections

- Discover how people, places, and environments are linked and affect each other.
- Explore how changes in one part of the environment can impact other areas.
- Understand the connections between natural features, human activities, and communities.
- Learn how global events and actions can affect local places.
- Discuss ways we can work together to protect and support our environment and communities.

Cultural awareness and diversity

- Learn about different cultures, traditions, and ways of life around the world.
- Explore how people's backgrounds influence where and how they live.
- Recognise and respect the diversity of communities locally and globally.
- Understand the importance of celebrating and valuing differences.
- Discuss how cultures connect and share ideas across places.

Environmental impact and sustainability • Explore how human activities affect the environment positively and negatively. • Learn ways people can protect and care for the natural world. • Understand the importance of using resources wisely and reducing waste. • Discuss actions that help keep the environment healthy for future generations. • Identify simple steps to live more sustainably in daily life.	
KS1 Cycle B - End points	
Living in the mountains	A hill is land that is higher than the land around it. A mountain is a special type of hill that is higher and steeper. A hill over 600 metres high is called a mountain. Scafell Pike is the highest mountain in England. Scafell Pike is in the Lake District, a mountainous area. The Lake District has many mountains and is popular with tourists. A valley is low land between hills or mountains and often has a river or lake. The top of a mountain is called the summit. Summits are sometimes marked with a special structure. Keswick is a small town in the Lake District with a population of around 4,500. Keswick is a rural area and has few roads and only one bus station. There are more buses in summer to help with the rise in tourists. The nearest train station to Keswick is in Penrith. Stoke-on-Trent has a much larger population than Keswick (around 250,000). Both Keswick and Stoke-on-Trent have human features like houses, shops, lakes, and rivers. Stoke-on-Trent has canals; Keswick does not. Keswick has mountains; Stoke-on-Trent does not. When climbing a mountain, people must plan their route and take safety precautions. Suitable clothing includes warm, waterproof layers, and good footwear. It is important to take food, water, a phone, and a map. Mountain walkers must stick together, check the weather, and turn back if needed. In an emergency on a mountain, you should call 999 and stay where you are.
Visiting new places	Different types of transport help us travel near and far. Some transport (like cars and buses) is better for short distances. Trains are used to travel longer distances between cities or countries.

	Trains leave from a train station. Aeroplanes are used to travel very long distances across land, seas, and oceans. Aeroplanes carry many people quickly and take off from airports. Ferries are large boats that carry people and sometimes vehicles across water. Ferries are used to cross seas or travel along rivers. Longer ferry journeys (more than 24 hours) may require ships with accommodation. People must buy tickets to travel on trains, aeroplanes, ferries, and ships. The Channel Tunnel is a train tunnel under the sea that links England and France. The Eurostar is a passenger train that travels through the Channel Tunnel. The Eurotunnel carries vehicles and passengers through the same tunnel. Paris is the capital city of France and has many famous landmarks like the Eiffel Tower. The Metro in Paris helps tourists travel around the city quickly. Barcelona is a city in Spain with landmarks like La Sagrada Familia and Park Güell. Barcelona is by the sea and has many beaches for tourists to enjoy. Barcelona has a Metro system and many bike lanes for getting around. Tourists can also walk, ride buses, or use cars in cities. Cortina d'Ampezzo is a town in Italy that tourists visit for snow sports. Tourists can stay in hotels, bed and breakfasts, or campsites. Busy tourist places can be crowded, so people must stay safe. The Green Cross Code helps keep people safe when crossing roads. Tourists should follow safety signs and stay close to their adult or group. A stranger is someone you or your family do not know.
Nature all around us	Australia is in the Southern Hemisphere. Australia is both a country and a continent. Australia is an island because it is surrounded by water. An island is a piece of land surrounded by water. The UK is also an island. Weather changes daily; climate is what the weather is usually like over time. Countries closer to the Equator are hotter; those further away are cooler. Australia has different climates: tropical, temperate, and arid. The Outback is a large desert area with very hot, dry weather and cold nights. An arid climate is very dry and gets little rain.

	Physical features are natural, like beaches, mountains, and deserts. Australia has a wide range of physical features, including deserts and beaches. Few plants and animals can survive in the Outback due to the heat and dryness. Many animals in Australia are unique and have adapted to its climate. Some animals are nocturnal to avoid the heat of the day. Marsupials, like koalas and kangaroos, carry their babies in pouches. Most marsupials live in Australia. Monotremes, like the platypus and echidna, lay eggs and are only found in Australia. Australia has many venomous animals, like the taipan snake and funnel-web spider. The UK has milder wildlife, with only one rare venomous snake.
Our world	Earth has 7 continents and 5 oceans. A continent is a very large area of land. The UK is in Europe; Europe has 50 countries. Asia is the biggest continent with the most people. Africa is the second biggest continent and has 54 countries. Australasia is the smallest continent; Australia is its biggest island. America is the third biggest continent and has 23 countries. South America is the fourth biggest continent and has 12 countries. Antarctica is very cold and covered in ice. Most of the Earth is covered in water, not land. The Pacific Ocean is the biggest ocean. Oceans are large areas of salty water that surround continents. North America has coasts on the Pacific (West), Atlantic (East), and Arctic (North) Oceans. Brazil is the biggest country in South America; its capital is Brasília. A physical feature is natural (e.g. mountains, rivers, lakes). A human feature is made by people (e.g. bridges, buildings). Examples of physical features: • Grand Canyon (USA) • Great Lakes (North America) • Rocky Mountains (USA & Canada) • Amazon Rainforest (Brazil) • Himalayas (Asia, including Mount Everest)

	• River Ganges (India) • River Nile (Africa, Egypt) • Sahara Desert (Africa) Examples of human features: • Golden Gate Bridge (USA) • Walt Disney World (USA) • Christ the Redeemer (Brazil) • Taj Mahal and Golden Temple (India) • Pyramids of Giza and the Sphinx (Egypt)
Weather in our world	The Earth has 7 continents. The Earth is split by an imaginary line called the Equator. The Equator goes around the middle of the Earth. The North Pole is at the top and the South Pole is at the bottom of the Earth. The Equator is halfway between the North and South Poles. The Equator splits the Earth into two halves called hemispheres. The Northern Hemisphere is above the Equator. The Southern Hemisphere is below the Equator. Climate is what the weather is usually like in a place. Countries closer to the Equator are usually hotter. Countries further from the Equator are usually cooler. There are 4 main climate zones on Earth. The tropical climate zone is hot and wet. Rainforests grow in tropical climates. The Amazon Rainforest is in South America and is hot and wet. A polar climate is very cold and dry. Polar climates are far from the Equator. Polar places are cold all year round, even in summer. Britain has a temperate climate. A temperate climate has mild temperatures and rain. Temperate climates have four seasons: spring, summer, autumn, and winter. In temperate places, the weather changes with the seasons.
Looking after	The environment is all around us.

our world	It includes where people, animals, and plants live. The air we breathe and the land we use are part of the environment. The UK has both natural and built environments. The environment gives us air, food, and water. Everything in the environment is connected. If one part of the environment changes, other parts can change too. The environment keeps itself in balance to help living things survive. Humans sometimes change the environment without meaning to cause harm. Building, farming, and making things can affect the environment. Changing the environment to help some people can make things harder for others, including animals and plants. We can all help to look after the environment.

KS1 Cycle B - Key Vocabulary					
Living in the mountains	**Visiting new places**	**Nature all around us**	**Our world**	**Weather in our world**	**Looking after our world**
hill, land, mountain, high, England, big hills, visitors, valley, river, lake, top, building, town, people, countryside, roads, bus stop, summer, train stop, houses, shops, water ways, climbing, path, safety, clothes, raincoat, warm clothes, shoes, food, water, phone, map, weather, help, 999	transport, travel, near, far, cars, buses, short trips, trains, towns, countries, train stop, planes, land, sea, ocean, airports, boats, ferries, vehicles, water, rivers, big ships, places to stay, tickets, tunnel under sea, England, France, fast train, passenger train, city, famous buildings, Eiffel Tower, underground train, visitors, Barcelona, Spain, big church, park, beaches, bike paths, walk, ride, snowy town, Italy, snow fun, hotels, small hotels, campsites, busy, safe, road safety, crossing roads, traffic signs, grown-up, group, stranger	Australia, bottom half of Earth, country, big land, island, water, UK, weather, usual weather, Equator (middle line), hotter, cooler, hot and wet, mild weather, dry, Outback (hot desert), desert, dry land, rain, natural places, beaches, mountains, deserts, plants, animals, heat, dryness, special, changed to live there, awake at night, animals with pouches, koalas, kangaroos, carry babies, animals that lay eggs, platypus, echidna, dangerous animals, taipan snake, funnel-web spider, wild animals, rare, dangerous snake	Earth, big land areas, oceans, water, continent, land, UK, Europe, countries, Asia, Africa, Australasia, Australia, America, South America, Antarctica, ice, cold, water, Pacific Ocean, salty water, coasts (where land meets sea), North America, Atlantic Ocean, Arctic Ocean, Brazil, capital city, Brasília, natural places, mountains, rivers, lakes, made by people, bridges, buildings, Grand Canyon, Great Lakes, Rocky Mountains, Amazon Rainforest, Himalayas, Mount Everest, River Ganges, River Nile, Sahara Desert, Golden Gate Bridge, Walt Disney World, Christ the Redeemer, Taj Mahal, Golden Temple, Pyramids of Giza, Sphinx	Earth, continents, imaginary line, Equator, North Pole, South Pole, halves, hemispheres, Northern Hemisphere, Southern Hemisphere, climate, weather, hotter, cooler, climate zones, tropical climate, wet, rainforests, Amazon Rainforest, South America, polar climate, cold, dry, Britain, temperate climate, mild temperatures, rain, four seasons, spring, summer, autumn, winter, weather changes	Environment, people, animals, plants, air, land, UK, nature (natural environment), buildings and roads (built environment), air, food, water, all connected, balance, living things, humans, change, harm, building, farming, making things, help, look after

Experiences	SMSC	British Values	The Meadows Values
Explore different landforms like hills, mountains, valleys, and summits. Learn how towns and cities differ, including human features like roads, houses, and transport. Understand how to stay safe and prepare when walking in the mountains. Discover different ways people travel, from buses and trains to planes and ferries. Compare climates and natural features in places like the UK, Australia, and the Amazon Rainforest. Learn about continents, oceans, and how the Earth is split by the Equator into hemispheres. Recognise physical features (like mountains and rivers) and human features (like bridges and buildings). Understand how the environment supports life and how human activities can change it. Appreciate the need to care for the environment to protect plants, animals, and people.	**Spiritual:** Feeling awe for nature's beauty and diversity. Being curious about Earth's features and their effects on life. **Moral:** Understanding how humans impact the environment and why protecting it matters. Knowing the importance of safety and respect outdoors. **Social:** Learning how different communities live and connect through transport. Valuing teamwork and safety during outdoor activities. **Cultural:** Discovering cultures through places worldwide. Appreciating how people adapt to climates and valuing landmarks that show heritage.	**Democracy:** Learning about how different countries and communities make decisions about managing the environment and resources. Understanding the importance of rules and laws for safety in public places and when traveling. **The Rule of Law:** Recognising the need to follow safety rules when exploring natural environments. Understanding regulations around environmental protection and sustainable use of resources. **Individual Liberty:** Encouraging children to make responsible choices about travel, exploring nature, and protecting the environment. Supporting freedom to explore different cultures and understand diverse ways of life. **Mutual Respect:** Valuing diverse cultures, communities, and ways of living in different places around the world. Respecting the environment and the impact of human activity on other people and wildlife. **Tolerance:** Appreciating the cultural diversity found in places studied, including different traditions linked to geography. Encouraging open-mindedness about how people live in different climates and regions, respecting their customs and lifestyles.	**Respect:** Appreciating different cultures, environments, and ways of life across the world. Respecting natural places and understanding the need to care for the environment. **Resilience:** Developing perseverance when learning about challenging physical features like mountains or when planning safe routes for mountain walking. Coping with changes in weather and understanding different climates. **Curiosity:** Asking questions about how and why places are different around the world. Exploring diverse environments, climates, and human activities with an open and eager mind. **Aspiration:** Inspiring children to explore new places and learn about different cultures and landscapes. Encouraging them to think about how they can contribute to protecting the planet. **Kindness:** Caring for people, animals, and plants by understanding the impact of human actions on the environment. Showing kindness in respecting communities and cultures around the world. **Teamwork:** Learning to work together when planning safe outdoor activities like hikes or when discussing how to look after the environment. Collaborating to share ideas about cultural diversity and environmental care.

Year 3

KS2: Programme of Study

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics and countries
- 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.

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- 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 water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 3 Knowledge

Locational Knowledge:	**Environmental, physical and human geography** e.g. migration; glaciation; climate change
• Locate River Indus (Asia): Its source, course, uses, and challenges. • Locate River Severn (UK): Its course, wildlife, fishing, and pollution issues. • Locate UK's highest mountains: Ben Nevis, Scafell Pike, Snowdon. • Locate UK mountain ranges: Brecon Beacons, Lake District, Snowdonia, Pennines, Yorkshire Dales. • Locate The Andes (South America). • Locate Snowdonia (Wales).	• Human impact on the environment: Pollution in rivers (e.g. River Severn). • Farming's effect on the landscape and local ecosystems. • How visiting places like volcanoes (e.g. Mount Etna) impacts the environment. • How we manage resources like water and land. • How rivers shape the land (e.g. erosion, flooding). • How mountains form and their effect on weather and human life.

• Locate London: Its size, boroughs, transport, and settlement patterns. • Locate Cardiff. • Types of settlements: Hamlet, village, town, city. • Locate Mount Etna (Europe). • Locate Global climate zones: Equator, Arctic, Antarctic, and North/South Poles.	• How volcanoes erupt and the effects on nearby settlements. • Different climates around the world (Mediterranean, temperate, etc.). • People moving from one place to another – migration. • Why people settle in certain areas, like near rivers or mountains. • How farming changes the land and food is produced (e.g. sheep farming in Snowdonia). • How people visit and interact with places, like volcanoes or mountains. • How different cultures live in places like London and Cardiff.
Place Knowledge (connection of location and physical and or/human geography processes with personal experience) • Children learn about different places (e.g. River Severn, Mount Etna, Snowdonia) and their unique physical characteristics (rivers, mountains, volcanoes) and human geography (settlements, farming, tourism). • Students connect what they learn about places to their own experiences (e.g. thinking about how local rivers or mountains shape their own environment, how they interact with nature, or how they understand tourism). • Understanding how human activities (e.g. farming, migration, tourism) affect the environment, and how climate and landforms (mountains, rivers) influence daily life and settlement patterns.	**Geographical Skills and fieldwork** (e.g. using maps and globes; collecting first hand evidence) • Using maps and globes • Using 4-point compass • Using thematic maps • Interpreting photographs • Describe locations

Year 3: Building of 7 key concepts

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and scale

- Understanding how large or small places are on maps and globes (e.g. comparing the River Severn to the River Indus).
- Exploring the relationship between places (e.g. why people live by rivers or mountains) and how space is used for activities like farming, settlements, or tourism.
- Studying locations (e.g. Snowdonia, London, Mount Etna) and the human and physical geography that make them unique.

Human and Physical processes

- Exploring how rivers shape the land, how mountains affect weather, and how volcanoes erupt.
- How people interact with their environment (e.g. farming, settling near rivers), and how pollution or tourism impacts the environment.

Interconnections

- Learning how different places and processes are linked (e.g. how rivers connect to farming and settlement patterns, or how climate affects migration).
- Relating geographical features (like mountains and rivers) to children's own experiences and surroundings.

Cultural awareness and diversity

- Exploring how different places, like Cardiff and London, have diverse populations and cultures.
- Understanding different lifestyles: How people in places like the Andes (with terraced farming) or Snowdonia (with sheep farming) live differently based on their environments.

Environmental impact and sustainability

- Understanding how actions like farming, pollution, and tourism affect the environment (e.g. pollution in the River Severn).
- Sustainability: How we can manage resources (like water and land) in a way that doesn't harm the environment for future generations.

Year 3 - End points	
Rivers	Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn - builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. Geographical skills: Using photographs Disciplinary focus: interaction - How do rivers, people and land affect each other?
Mountains	Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales…see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people Geographical skills: Describing location using 4- point compass Disciplinary focus: interaction - How do mountains and people affect each other?
Settlements & Cities	Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. Disciplinary focus: diversity How are settlements similar and different?
Agriculture	Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing

	Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. Disciplinary focus: interaction How are we connected to farmers?
Volcanoes	Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) Geographical skills: Using diagrams, describing distribution Disciplinary focus: interaction How do volcanoes affect a place?
Climates & Biomes	(situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison Geographical skills: World map and key lines of latitude Disciplinary focus: interaction How does the climate affect the way people live?

Year 3 - Key Vocabulary					
Rivers	**Mountains**	**Settlements & Cities**	**Agriculture**	**Volcanoes**	**Climates & Biomes**
Tibet, mountain range, Himalayas, stream, Indus, India, Pakistan, glaciers, monsoon, channel, tributaries, Arabian Sea, Afghanistan, riverbed, turbulent, course, river levels, dams, reservoirs, canals, irrigation, irrigate, turbine, hydro-electric power, parched, palla, province, Sindh, revive, migrate, spring, source, delicacy, Earth, atmosphere, state, solid, liquid, gas, water vapour, water cycle, evaporates, evaporation condenses, surface runoff, groundwater, transpiration, erosion, erodes, particles, load, deposits, deposition, upper course, V-shaped valley, spurs, mature, meanders, sediment, mouth, estuary, reeds, delta, mangroves, Welsh, River Severn, Wales, cattle, salmon, streamlined, bore, Gloucester, tide, curlews, sandpipers, mud flats, conservation, pollute, pollution	hill, mountain, Ben Nevis, mountainous regions, mountain range, Himalayas, Mount Everest, peak, slopes, terraces, summit, Alps, adapted, Andes, terraced farming, mountain pass, Cairngorms, Highlands, trek, valleys, Lake District, Pennines, Yorkshire Dales, Brecon Beacons, Snowdonia, above sea level, temperature	settlements, settlement, hamlet, farmstead, village, rural, inhabitants, church, village green, post office, small shops, primary school, pub, village hall, secondary school, facilities, railway station, urban settlement, adapt, coastal town, market town, city, university, large hospitals, cathedral, airport, sprawling, urban sprawl, boroughs, Londoners, Tube, Underground, Cycle lanes, conurbation, flats, Cardiff, capital city, Taff, businesses, connect	agriculture, processed, distributed, arable farming, pastoral farming, mixed farming, growing season, harvest, ripen, plough, graze, grazing, dairy farmers, manure, marshlands, forests, hedges, yield, fertilisers, pesticides, organic food, seasonal food, local food, vegetarian, vegans, flocks, sheepdogs, shorn, wool	surface, mantle, crust, planet, core, scientists, oceanic crust, continental crust, iron, melted, volcano, erupting, molten, magma, lava, viscous, explosive, pressure, vent, magma chamber, composite, shield, Mount Etna, super volcano, secondary vents, volcanic bombs, solidify, Mount Bromo, crater, active volcano, dormant, extinct, flow, lava flows, mudflows, pyroclastic flows, smother, clog, disrupt, plumes, Sicily, destructive, endangered, enrich, citrus fruits, explosives, divert, evacuated, geologist	continent, oceans, Europe, Mediterranean Sea, Atlantic Ocean, Arctic Ocean, landlocked, weather, climate, Equator, latitude, tropical, polar, mild, currents, Gulf Stream, biomes, savanna, rainforest, tundra, Mediterranean climate, temperate climate, temperature, seasons

Experiences	SMSC	British Values	The Meadows Values
Rivers: Learn about the river's source, course, and environmental challenges. Explore how rivers shape the land, including flooding and river load. **Mountains:** study the highest mountains in the UK, including Brecon Beacons, Snowdonia, and the Lake District. Learn why people live in mountainous areas and how mountains interact with weather and people. **Settlements & Cities:** study different settlement types and their land use. Explore settlements in Cardiff and London, including transport and economy. Understand patterns of settlement and differences across cities. **Agriculture:** learn about different farming types and their impact on the landscape. Explore how food choices affect farming. Investigate how we are connected to farmers through local sourcing. **Volcanoes:** learn how and why volcanoes erupt, and the types of volcanoes. Study volcanic activity and its impact on settlements. Understand why people live near volcanoes and how they are used for farming, work, and tourism. **Climates & Biomes:** understand the relationship between climate, oceans, and biomes, using the Rhine and UK as examples. Learn how climate affects the way people live, using a world map to explore key lines of latitude.	**Spiritual**: Awareness of natural landscapes and their spiritual significance in human life. **Moral**: Ethical issues surrounding land use, pollution, and farming. **Social**: Understanding human interaction with the environment and community needs (settlements, farming). **Cultural**: Exploring cultural impacts of geography (e.g., migration, climate adaptation, settlement types).	**Democracy**: Understanding the role of government policies in managing land use, farming, and climate action. **Rule of Law**: Exploring laws related to pollution, land use, and environmental protection. **Individual Liberty**: Encouraging respect for diverse approaches to farming, settlement, and environmental protection. **Mutual Respect**: Understanding diverse settlement patterns and how different environments affect ways of life. **Tolerance**: Fostering appreciation for cultural and environmental differences, especially related to geography and climate.	**Teamwork**: Collaborative learning in exploring how rivers, mountains, and settlements impact each other. **Curiosity**: Investigating diverse geographical features (rivers, mountains, volcanoes) and how they shape human life. **Kindness**: Respecting the relationship between people and their environment, focusing on sustainability. **Aspiration**: Encouraging thinking about the future, such as sustainable farming, climate action, and urban development. **Respect**: Fostering respect for both natural landscapes and the diverse communities living within them. **Resilience**: Building resilience through understanding environmental challenges, like climate change, volcanic eruptions, and desert climates.

Year 4

KS2: Programme of Study

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics and countries
- 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.

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- 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 water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 4: Knowledge

Locational Knowledge	**Environmental, physical and human geography**
• Locate the Rhine River and major cities along it (Cologne and Rotterdam) • Track the course of the Rhine from source to mouth. • Understand the location and extent of the Mediterranean Sea. • Identify key countries bordering it the Mediterranean Sea. • Locate the Suez Canal • Recognise major UK cities and explore their diverse populations	• Human impact on the environment, including sustainability, tourism, and resource use. • Environmental change caused by canal building, tourism, and natural hazards like earthquakes. • How climate and geography affect biodiversity and how people live.

• Identify and locate UK coastlines such as Jurassic Coast, West Wales Coast and Llandudno. • Understand how location affects coastal features • Locate: Christchurch, New Zealand, California & San Andreas Fault, Indian Ocean tsunami area • Locate the Sahara Desert and Patagonian Desert	• River features and processes (e.g. erosion, deposition, transportation). • Coastal landforms (headlands, bays, beaches). • Causes and effects of earthquakes (e.g. tectonic plates). • Climates: Mediterranean, desert, alpine. • Formation and features of deserts, and their ecosystems. • Why cities and settlements grow near rivers and coasts. • Migration, population diversity, and cultural identity (e.g. London, Cardiff). • Factors influencing where people live in the UK. • Types of tourism and how people interact with places. • How people adapt to life in extreme environments like deserts or earthquake zones.
Place Knowledge • UK – London, Cardiff, West Wales, Llandudno, Jurassic Coast • Europe – Rhine cities, Alps, Spain, Mediterranean region • Wider World – Christchurch, California, Indian Ocean, Sahara, Patagonia	**Geographical Skills and fieldwork** • Use of atlases, world maps and globes • Using thematic maps • Using OS maps and symbols • Using digital maps and satellite images • Interpreting climate data • Using census data • Creating and interpreting charts and graphs • Using aerial photographs and satellite images • Analysing photographs • Observing and recording local features • Conducting simple surveys • Sketching and annotating maps
Year 4: Building of 7 key concepts Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections **Space, Place and scale** • Understanding the local, national and global scale (e.g. Cardiff to the Sahara). • Exploring place characteristics: urban (London), coastal (Llandudno), mountainous (Alps), desert (Sahara). • Comparing settlements and environments across different scales (UK cities vs international regions like the Rhine, Spain, and New Zealand). **Human and Physical processes**	

- River processes (erosion, deposition, transportation) and coastal processes shaping landforms.
- Tectonic activity: causes and effects of earthquakes and tsunamis.
- Tourism as a human process: economic growth, environmental change.
- Urban development: settlements growing along rivers and coasts.
- Climate processes: how desert, alpine and Mediterranean climates influence life and land use.

Interconnections

- How rivers connect places through trade, transport and settlement.
- Tourism's global links: e.g. UK residents travelling to Spain or the Alps.
- Migration and how people and cultures move and influence places (e.g. multicultural London and Cardiff).
- How human actions (e.g. building canals, managing coasts) affect and respond to natural systems.

Cultural awareness and diversity

- Exploring Welsh and British identities.
- Learning about population diversity in the UK and globally.
- Understanding how different cultures adapt to environments (e.g. nomads in deserts, people in earthquake zones).
- Respecting how places are used and valued differently (e.g. religious, economic, recreational uses).

Environmental impact and sustainability

- Human impact on rivers, coasts, and ecosystems.
- Effects of tourism: pressures vs benefits.
- The need for sustainable tourism and responsible travel.
- Adapting settlements in hazard-prone areas to reduce risk.
- Using resources (like water and land) wisely and sustainably.

Year 4 End points	
Rhine and Mediterranean	Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). Geographical skills: Extending use of maps and photographs Disciplinary focus: diversity: How are different parts of the Rhine and the Mediterranean used by people?
Population	Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity Geographical skills: Thematic maps and using census data Disciplinary focus: diversity: How and why does population distribution vary across Great Britain?
Coastal processes and landforms	Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast Disciplinary focus: interaction: How does the location of west Wales affect its coast?
Tourism	Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. Geographical skills: Interpreting climate data Disciplinary focus: interaction: How do tourists interact with a place?

Earthquakes	Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth focus: California & San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 4 Spring 1. Geographical skills: Thematic maps Disciplinary focus: interaction: How do earthquakes affect people and environments?
Deserts	Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert Geographical skills: Interpreting thematic maps and satellite photographs Disciplinary focus: diversity: Why are deserts located where they are?

Year 4: Key Vocabulary					
Rhine and Mediterranean	**Population**	**Coastal processes and landforms**	**Tourism**	**Earthquakes**	**Deserts**
Rhine, Alps, North Sea, Upper Rhine, Lower Rhine, confluence, Cologne, banks, bank, rainfall, flooding, flood walls, port, harness, importing, exporting, canal, wetlands, drained, lock, strait, the Med, enclosed sea, peninsula, mainland, waterway, Suez Canal, Red Sea	population, population density, densely populated, sparsely populated, population distribution, high population density, low population density, migration, rural, urban, rural to urban migration, ethnic, diverse, census, ethnically diverse, ethnicity, Welsh, Cymraeg, Eisteddfod, Wales, British identity, minted, floral	coastline, waves, erosion, transport, transportation, groynes, depositing, deposit, deposition, landforms, bay, cliffs, headland, shingle, Jurassic Coast, preserved, fossils, cave, arch, stack, habitat, rock pools, sand dunes, coral reefs, Cardigan Bay	seaside, seaside towns, pier, amusements, Llandudno, paddle, deckchair, sandcastle, Punch and Judy, promenade, hotels, guest houses, tourists, tourism, activity, cultural, income, souvenirs, tourist industry, Matterhorn, minimum, maximum, skis, ski-slope, ski-lift, advantage, disadvantages, environment, destination, airports, airlines, sunshine, holiday, mainland, travel agencies, package holidays, accommodation, apartments, air pollution, services, economy, sustainable, sustainability, coral reef, ecotourism	earthquake, tremors, aftershocks, visible, tectonic plates, plate boundary, fault line, San Andreas fault, seven major plates, friction, epicentre, tsunami, focus, seismic waves, seismograph, seismogram, magnitude, Richter scale, trembling, immediate effects, tidal wave, devastate, liquid mud, environment, rubble, landslide, subsidence, long-term effects, prone, absorb, rubber, drill	hydrated, dehydrated, desert, vegetation, arid, Sahara Desert, plummet, lush, sand dunes, oasis, oases, store, camels, Sahel, semi-arid, drought, productive, non-productive, desertification, physical, nutrients, overgrazing, herd, overfarming, variety, flora, fauna, obtain, desolate, succulents, cactus, cacti, spines, prevent, meerkat, nocturnal, chameleon, Antarctica, penguins, polar bears, blubber, lichen, modern, traditional, tents, divert, steppe, Great Steppe, Silk Road, yurts, portable, Patagonia, rain shadow, hostile, exceeds, feature, exposes, extinct

Experiences	SMSC	British Values	The Meadows Values
Rhine & Mediterranean: Studying the course of the Rhine and its impact on human settlements, including canals, and examining the Mediterranean and Suez Canal for their significance in trade and history. **Diversity in Cities**: Exploring multiculturalism in cities like London and Cardiff, including the effects of migration, national identity, and Welsh culture. **Coastal Landscapes**: Learning about coastal erosion, landforms, and habitats, with a focus on places like the Jurassic Coast, Llandudno, and West Wales. **Tourism**: Understanding the impact of tourism, including sustainable tourism and the growth of various types of holidays (e.g., skiing, sunshine holidays). **Earthquakes & Natural Disasters**: Studying earthquake causes, effects, and how humans adapt, focusing on places like New Zealand, California, and Japan. **Desert Environments**: Exploring the Sahara and Patagonian deserts, studying their climates, ecosystems, and human adaptation.	**Spiritual**: Reflecting on how natural landscapes and environmental challenges shape human cultures and beliefs. **Moral**: Considering ethical implications of human impact on the environment, like changes to rivers, tourism, and sustainable living. **Social**: Developing an understanding of the social consequences of migration, urban diversity, and the effects of natural disasters. **Cultural**: Investigating cultural diversity in cities and how different communities interact with their environment, especially in areas like Cardiff and London.	**Democracy**: Encouraging students to discuss how different cities and countries manage growth, migration, and the environment through governance. **Rule of Law**: Understanding the importance of laws and policies for environmental protection, tourism regulation, and disaster management. **Individual Liberty**: Promoting awareness of personal responsibility in managing environmental challenges and respecting diverse cultures. **Mutual Respect**: Fostering respect for different cultures, migration patterns, and ways people interact with their environment. **Tolerance**: Emphasizing the importance of tolerance in diverse, multicultural settings like London and Cardiff.	**Teamwork**: Collaborating on understanding complex environmental challenges and solutions like sustainable tourism or disaster preparedness. **Curiosity**: Encouraging exploration and inquiry about diverse environments and the impact of human activity on landscapes and cultures. **Kindness**: Promoting empathy for communities affected by natural disasters or migration and supporting sustainable practices. **Aspiration**: Inspiring students to think about future solutions for environmental and social challenges, such as sustainable cities or eco-tourism. **Respect**: Respecting natural landscapes, cultural diversity, and global interconnections between cities and the environment. **Resilience**: Building resilience by learning how communities adapt to environmental challenges like coastal erosion, earthquakes, and desert climates.

Year 5

KS2: Programme of Study

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics and countries
- 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.

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- 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 water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 5: Knowledge

Locational Knowledge	Environmental, physical and human geography
• Understand California's location, climate, and key features; placing it within North America. • Identify major oceans (Atlantic, Pacific) and seas, their locations, and their influence on continents like Europe, North and South America. • Map migration paths from places like Northern Ireland, Turkey, and cities across the UK. • Locate countries, major cities (e.g. Lima, São Paulo, Rio), physical features, and understanding urban-rural contrasts.	• Explore the water cycle and water resources, focusing on drought and water supply issues in California • Understand the Amazon rainforest ecosystem, deforestation, and carbon cycle impacts • Learn the human impact on oceans and climate change • Study rivers and landscapes (e.g., California aqueduct, Amazon River) • Explore ocean currents and their influence on climate and trade

• Locate the Amazon rainforest and river, Bolivian Amazon community, and understanding its position within South America. • Trace international trade routes and connections between the Amazon and the wider world.	• Learn about vegetation, animals, and food chains in the Amazon • Study intensive farming (e.g., almond farming in California, soy farming in Bolivia) • Understand urban-rural migration and life in megacities like Lima and Brazilian favelas • Study migration causes, experiences, and effects on places and identity • Consider global trade, transnational companies, and economic connections
Place Knowledge • Understand key physical and human features of California and its water resources • Learn about North and South America, including major cities like Lima and Brazil's megacities • Explore the Amazon region: river, ecosystem, vegetation, animals, and impacts of deforestation • Know about oceans and seas around the world, including their role in climate and trade • Discover migration patterns and how different places like London, Liverpool, Shetland Islands, and Cambridgeshire are affected • Recognize cultural diversity and identity in different places, including stories of refugees and migrants	**Geographical Skills and fieldwork** • Interpret thematic, world, and regional maps using grid references and compass points • Read and create bar graphs and flow diagrams to understand data and processes • Analyse satellite photos and aerial images (e.g., of the Amazon rainforest) • Ask and investigate geographical questions about water, migration, and environmental change • Conduct simple surveys or questionnaires to collect data • Explore real migration stories and map migration routes • Understand human impact on environments through case studies (e.g., California drought, deforestation) • Study the interaction between people, places, and environments at local and global scales
Year 5: Building of 7 key concepts Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections **Space, Place and scale** • Using maps and compass points to locate places and understand movement (e.g., migration routes) • Exploring the characteristics and identities of places like California, the Amazon, and cities such as London and Lima • Understanding how local actions (like farming or deforestation) connect to global issues (climate change, trade, migration) **Human and Physical processes** • Physical processes: Water cycle, river flows (Amazon, California aqueduct), ocean currents, ecosystem changes like deforestation • Human processes: Farming practices, urban migration, trade and globalisation, human impact on water and environments	

Interconnections

- How human activities like farming and urban migration affect natural environments (e.g., drought in California, deforestation in the Amazon)
- The link between oceans, climate, and human settlements around the world
- How global trade and transnational companies connect places like Bolivia's Amazon to other parts of the world
- The relationship between migration, identity, and place across different countries and cultures
- How environmental changes (like climate change) impact both people and ecosystems globally

Cultural awareness and diversity

- Real migration stories showing different reasons people move and challenges they face
- Understanding of refugees, asylum seekers, and persecution
- How migration shapes identity, including dual and multiple identities
- Diversity in places like London, Shetland Islands, and Cambridgeshire
- Challenging stereotypes about places like Brazilian favelas and showing their complexity

Environmental impact and sustainability

- Effects of drought and water use on California's environment and future water supply
- Causes and consequences of deforestation in the Amazon rainforest
- Impact of farming practices (almond farming in California, soy farming in Bolivia) on ecosystems and resources
- Human influence on oceans and climate change
- Connections between global trade, carbon cycle, and environmental sustainability

Year 5 End points	
Why is California so thirsty?	Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. Geographical skills: Interpreting a range of thematic maps Disciplinary focus: change How have the actions of people affected the drought in California?
Oceans	Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans. Geographical skills: Interpreting world and thematic maps Disciplinary focus: change How can oceans affect human behaviour and settlements?
Migration	Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale. Geographical skills: Asking questions, eight-point compass Disciplinary focus: change Why do people migrate?
North and South America	Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas. Geographical skills: 4-figure references, thematic maps Disciplinary focus: diversity What are the pros and cons of living in a megacity?
The Amazon	A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest.

	Geographical skills: Flow diagrams, interpreting satellite photos. Disciplinary focus: interaction and change In what ways does the geography of South America affect life in the Amazon?
Interconnected Amazon	Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation. Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire Disciplinary focus: interaction and change How does agriculture in the Amazon interact with other parts of the world?

Year 5: Key Vocabulary					
Why is California so thirsty?	**Oceans**	**Migration**	**North and South America**	**The Amazon**	**Interconnected Amazon**
precipitation, treated, California, abundant, obtain, scant, unpredictable downpours, mesas, barren, hillside, vividly, brackish, unwholesome, insufficient, almonds, factors, water supply, aqueduct, California Aqueduct, lawn	Atlantic Ocean, World Ocean, the Atlantic, Pacific Ocean, north pole, south pole, nearly enclosed, salinity, transported, trade, maritime trade, manufactured goods, quantities, freight, maritime shipping, routes, ocean currents, warm currents, cold currents, gyres, phytoplankton, Atlantic coast, oceanic, earthquakes, tsunami, Caribbean, hurricanes, wind stream, regulates, fossil fuels, Aral Sea, drift-net fishing, marine life	populated, descended, migrants, inlet, Mourne Mountains, Newry, remote, enquiry, internal migration, international migration, border controls, pull factors, push factors, voluntary, commute, involuntary, forced, abandon, enquiries, check in, passport control, adjust, self-reliant, emigrated, immigrant, engulfing, temporary, United Nations High Commission for Refugees (UNHCR), displaced, permanent, flee, persecution, refugees, official, officially, asylum, -seekers, Migration, Core vocabulary, mechanisation, expansion, demand, Fens, family tree, depopulation, identity, scale, neighbourhood, dual nationality, belonging	North America, South America, Central America, combined population, Canada, northerly, Brazil, megacity, New York City, natural disasters, Lima, sustain, São Paulo, Tropic of Capricorn, Rio de Janeiro, Christ the Redeemer, populous, the Americas, makeshift, favelas, grid, locate, eastings, northings, four-figure grid reference, favela, outskirts, Sewers, stereotypes, portrayed, favelado	situated, basin, piranha, ecosystem, interact, canopy, orchids, emergents, drenched, humid, habitat, buttress, camouflage, predators, Anteater, termite, food chain, micro-organisms, interactions, nutrients, nutrient cycle, decomposition, compost, decomposers, carbon cycle, companies, deforestation, ranching, deforested, conflict, power, Yanomami	Ayore, garabatá, dye, clearing, mass produce, products, subsistence, commercial, scale, profit, wholesalers, primary, raw materials, secondary, manufacturing, tertiary, interconnected, demand, supply, adequate, cattle, recent, colonised, trans-national, companies, brands, flow diagrams, atone, globalisation, geographical enquiry, analyse, findings, interconnection, questionnaire

Experiences	SMSC	British Values	The Meadows Values
Water in California: Explore water supply, drought, and farming challenges; use maps to see human impact on natural resources. **Oceans and Climate:** Discover how oceans affect trade, climate, and people's lives; study currents and climate change using maps. **Migration:** Hear real stories, learn why people move, explore refugee challenges, and understand how migration shapes identity. **North & South America:** Study geography, megacities, urban migration, and challenge stereotypes; use map skills to explore cities and regions. **Amazon Rainforest:** Investigate the ecosystem, wildlife, deforestation, and community life; interpret satellite images and diagrams. **Farming and Trade in Amazon:** Follow farming products through trade; learn about global links, industries, and environmental effects using graphs and surveys.	**Spiritual**: Wonder and appreciation for natural phenomena like. Reflecting on the beauty and complexity of ecosystems and the importance of protecting them. Exploring personal identity and belonging in the context of migration and place. **Moral**: Discussing the ethics of water use. Considering the responsibility humans have to care for the environment. Debating the fairness of global trade, deforestation, and the role of transnational companies. Exploring justice and human rights issues around migration, asylum, and persecution. **Social**: Understanding the lived experiences of migrants and refugees, promoting empathy and compassion. Encouraging teamwork and discussion when analysing maps, data, and real-life stories. Learning about interdependence between countries. Engaging in enquiry-based learning, developing communication and critical thinking skills. **Cultural**: Exploring diverse cultures in North and South America. Gaining insight into cultural identity and dual nationality. Understanding how different societies use and value natural resources. Challenging stereotypes and promoting respect for cultural differences.	**Democracy:** Understanding how communities (like migrants or environmental groups) have a voice and influence decisions about resources and migration. **Rule of Law:** Exploring laws around migration, asylum, and environmental protection; respecting rules that govern society and the environment. **Individual Liberty:** Recognising people's rights to migrate, seek asylum, and express their cultural identity freely. **Mutual Respect:** Promoting respect for different cultures, backgrounds, and ways of life (e.g., migrants, diverse city communities, indigenous peoples of the Amazon). **Tolerance:** Appreciating diverse cultural and spiritual beliefs connected to place, identity, and global communities.	**Curiosity:** exploring natural environments (Amazon, oceans), migration stories, and global trade; asking questions and seeking to understand complex issues. **Resilience:** Seen in real-life migration experiences, communities facing drought in California, and people adapting to environmental challenges. **Respect:** Developed by learning about diverse cultures, ecosystems, and people's rights; challenging stereotypes and valuing different perspectives. **Aspiration:** Inspired by stories of migrants building new lives, communities working to protect their environment, and efforts to create sustainable futures. **Teamwork:** Built through collaborative map work, enquiries, and discussions about shared global challenges. **Kindness:** Fostered by empathy for migrants, refugees, and people affected by environmental issues, encouraging caring actions and support.

Year 6

KS2: Programme of Study

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics and countries
- 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.

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- 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 water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 6: Knowledge

Locational Knowledge:	**Environmental, physical and human geography**
• Understanding the global impact of energy sources and climate change, including locations affected by the greenhouse effect • Locating Ethiopia in Africa • Locating Birmingham • Locating Jamaica in the Caribbean	• Exploring the environmental impacts of energy use and the effects of climate change on different regions. • Investigating the physical geography of Ethiopia, including its climate, landscape (Great Rift Valley), and rural life, alongside the environmental challenges caused by climate change. • Examining human geography in Birmingham, focusing on past industrial growth, migration, and current environmental issues, including climate change and redevelopment.

	• Studying the impact of tourism on Jamaica's environment, and how the island faces challenges like environmental degradation while exploring sustainable futures for tourism.
Place Knowledge • Understanding the impact of energy use on specific places and regions, including the role of local actions in the UK on global climate change. • Focusing on Ethiopia's human and physical geography, including its climate, population, biomes, and challenges due to climate change. • Exploring Birmingham's development, industry, and population, focusing on changes from 1750 to the present, and considering future possibilities. • Developing knowledge of Jamaica's climate, population, migration patterns, and tourism industry, and analysing the challenges posed by tourism to sustainable development.	**Geographical Skills and fieldwork** • Interpreting data through line graphs to explore energy use, greenhouse effects, and climate change trends. • Using geographical skills to interpret population pyramids and time zones, as well as understanding the interaction between global changes and local impacts on Ethiopia. • Analysing and presenting data about Birmingham's growth, deindustrialisation, and current environmental challenges, using geographical data interpretation and presentation skills. • Developing geographical skills related to sustainability and tourism, with a focus on analysing environmental data and trends in Jamaica's tourist industry. • Conducting a local-area fieldwork enquiry using Ordnance Survey maps, grid references (including 6-figure), and the enquiry process to investigate geographical questions.

Year 6: Building of 7 key concepts

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and scale

- Examine how geographical processes and issues affect different scales, from local (e.g., Birmingham's urban changes) to global (e.g., the impact of energy use on climate change).
- Study of specific locations such as Ethiopia, Birmingham, Jamaica, and global hotspots like Antarctica. Students will learn about the unique characteristics of these places, including physical features, climate, population, and human activities.
- Address different scales of geographical issues. For example, local actions (like energy consumption in the UK) can have global effects (such as climate change), and the scale of environmental challenges in places like Ethiopia and Jamaica will be considered in both local and global contexts.

Human and Physical processes

- Natural processes such as the greenhouse effect, climate change, and the formation of biomes (e.g., the Great Rift Valley in Ethiopia).
- How climate patterns, geographical features, and environmental changes (like sea level rise and droughts) shape the world.

- Explore how human activities, such as energy use, migration, urbanization, and tourism, affect places and the environment. For example, the impacts of industrialization in Birmingham or the effects of tourism on Jamaica's ecosystems. Human processes often interact with physical processes, contributing to issues like climate change and sustainability.

Interconnections

- Explore how local actions (e.g., energy consumption in the UK) contribute to global issues like climate change, affecting distant places such as Antarctica or South Asia.
- How local challenges, such as urbanization in Birmingham, can have global impacts, and how global issues, such as tourism in Jamaica, can affect local environments and communities.
- How environmental issues are interconnected across the world, from local agriculture in Ethiopia to global climate patterns.

Cultural awareness and diversity

- Explore the diverse cultures and lifestyles in places like Ethiopia, Jamaica, and Birmingham. This includes understanding the cultural, social, and economic differences that shape life in these regions, such as language, religion, and traditions.
- How physical geography, such as climate and landscape, influences the ways people live and interact with their environment. For example, how rural vs. urban life in Ethiopia or the effects of tourism in Jamaica shape local cultures.
- Develop an appreciation for the varied ways in which cultures approach global problems in issues such as climate change, migration and sustainability.

Environmental impact and sustainability

- How human actions, such as energy consumption, tourism, and urbanization, contribute to environmental issues like pollution, deforestation, and climate change. For example, the impact of fossil fuel use on global warming or the effects of tourism on Jamaica's ecosystems.
- Examine sustainable practices and solutions aimed at reducing negative environmental impacts including renewable energy sources, sustainable agriculture, and efforts to reduce carbon footprints.
- Explore how different regions are adapting to environmental challenges caused by climate change, such as droughts or rising sea levels. Focus on the role of global and local actions in addressing these issues.

Year 6 – End points	
Energy and Climate Change	How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global

	Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction: How do local actions in the UK affect global climate?
Ethiopia	An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project Geographical skills focus: Population pyramids, longitude and time zones Disciplinary focus: Interaction How do global changes affect local places in Ethiopia?
Changing Birmingham	This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures Geographical skills: Interpretation and presentation of data Disciplinary focus: change How much did Birmingham change between 1750 and the present day?
Jamaica	An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward Geographical skills: tbc Disciplinary focus: change What is a preferable future for Jamaica's tourist industry?

Local area enquiry (across the term)	How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies) What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings). Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork Disciplinary focus: How geographers investigate a place Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)

Year 6 - Key Vocabulary				
Energy and Climate change	**Ethiopia**	**Changing Birmingham**	**Jamaica**	**Local Area Enquiry**
solar panels, generate, energy mix, emissions, net zero, solar power, renewable, non-renewable, tidal power, geothermal power, biofuel, potential, knot, prevailing, grind, national grid, electricity pylons, offshore, onshore, priorities, planning permission, controversial, visual pollution, opinion, justify, controversy, reasoned, reactor, uranium, atomic, access, by-product, reactors, radioactivity, High Court, methane, Paris Agreement, implement, meltwater, acidification, wildfires, conserve, Intergovernmental Panel on Climate Change, Sustainable Development Goals, afforestation, saplings, insulation, heat pumps	time zone, teff, workforce, employment structure, relief, rift valley, Great Rift Valley, Contemporary, diversity, relative position, variations, relationship, latrine, representative, terrorist, underrepresented, charcoal, sanitation, water-borne, environmentally-friendly, tropics, semi-arid, overhangs, oxen, over-grazing, bunds, relatively, water tower, radiate, Sudan, Khartoum, indisputably, feat, at full capacity, evergreen, primate, marginal, habitable, committed, commitment, food insecurity, projected, informal, impervious, floodplain, sewerage, substantial, malaria, sustain	built environment, incorporated, geographical skills, accessible, trend, natural increase, poverty, construction, abounded, industrialisation, industrialists, colliery, expense, funded, profitable, shares, filigree, narrowboats, converge, Black Country, back-to-back houses, yard, deteriorated, tenants, racial discrimination, heritage, inner city, industrial decline, unemployment, redevelopment, redeveloped, hub, image, long-term impact, habitation, congestion, conference, renovated, promotes, leisure, futuristic, hospitality, bypass, tram, urban planning, budget, connectivity, resilience, funding, consult, sample, representative, research, anti-social behaviour, district, data, Commonwealth Games, host city, informed	gully, plantations, motto, mangrove swamps, limestone, sinkhole, eye-witness, storm surge, tropical storm, tornadoes, eye, peak, landfall, severity, devastation, hurricane-prone, sandbags, motivate, botany, snorkel, scuba diving, aqualung, yachts, pursuits, plantation, enliven, mahogany, Reggae, Bob Marley, all-inclusive resort, package, disembark, moorings, invest, investment, quality of life, social impacts, compensate, environmental impacts, mass tourism, community tourism, strategy, consultant	

Experiences	SMSC	British Values	The Meadows Values
Energy Use: Exploring types of energy (renewable/non-renewable), the greenhouse effect, and climate change. **Global Issues**: Studying the effects of climate change in places like Antarctica, the Great Barrier Reef, and South Asia. **Local and Global Response**: Understanding how local actions in the UK affect global climate and how we can respond to climate change. **Ethiopia**: Learning about Ethiopia's climate, population, and biomes, with a focus on sustainable futures and climate challenges. **Birmingham**: Examining the growth, development, and future of Birmingham, including its historical, environmental, and social changes. **Jamaica**: Understanding Jamaica's climate, population, tourism, and sustainable futures for the tourist industry.	**Spiritual**: Reflecting on the global interconnectedness of energy use and climate change. **Moral**: Considering ethical responses to climate change, sustainability, and local/global actions. **Social**: Exploring the social impacts of climate change and migration, fostering empathy for affected communities. **Cultural**: Studying diverse cultures and environments, particularly in Ethiopia, Jamaica, and the UK.	**Democracy**: Encouraging students to discuss and consider the best ways to respond to climate change and global issues. **Rule of Law**: Understanding the importance of laws and policies around sustainability and climate protection. **Individual Liberty**: Promoting individual responsibility in reducing energy use and acting on climate change. **Mutual Respect**: Learning about diverse cultures and how communities adapt to challenges, fostering respect for global differences. **Tolerance**: Understanding and respecting different cultures, climates, and responses to global challenges.	**Teamwork**: Collaborating on solutions to global issues like climate change. **Curiosity**: Investigating the effects of energy use and climate change globally. **Kindness**: Supporting the idea of sustainable futures and helping those affected by climate change. **Aspiration**: Motivating students to work toward a sustainable, positive future. **Respect**: Respecting the environment, cultures, and different approaches to sustainability. **Resilience**: Developing resilience in the face of global challenges like climate change and natural disasters.