

## Being a Geographer at Tanners Brook Primary School

### **EYFS – The foundations of becoming a geographer**

The foundations of Geography learning and understanding starts in the Early Years through many of the Early Learning Goals (ELG), most suitably People, Culture and Communities and The Natural World, both under the area of learning Understanding the World. Reaching these goals can be demonstrated in many learning opportunities but it is likely to see:

- Children talking about similarities and differences between the place they live and other places they have visited
- Treasure hunts using simple maps
- Exploration of books about our world, the environment and the weather
- Role play around holidays and holiday destinations
- Exploration of the local area and talking about what they can see from where they are
- Children following instructions which include positional language

This learning helps our young children begin to make sense of the world around them and these foundations will support them as they start to learn the National Curriculum for Geography in KS1.

### **KS1 National Curriculum**

#### **Locational knowledge**

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

#### **Place Knowledge**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### **Human and physical geography**

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
  - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **KS2 National Curriculum**

#### **Locational knowledge**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### **Place knowledge**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### **Human and physical geography**

- Describe and understand key aspects of:
  - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and 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.

















**Key Concepts:** Locational Knowledge

Place Knowledge

Human and Physical Geography




Geographical Skills and Fieldwork

	<b>Autumn One</b>	<b>Autumn Two</b>	<b>Spring One</b>	<b>Spring Two</b>	<b>Summer One</b>	<b>Summer Two</b>
<b>Early Years</b>	<p><b>Area of Learning - Understanding the World Development Matters</b>                      Know that there are different countries in the world and talk about the differences they have experienced or seen in photos linked to inspiring texts from other cultures and opportunities for children to share knowledge of their families' countries and culture.</p>		<p><b>Area of Learning - Understanding the World Development Matters</b>                      Draw information from a simple map looking at the local environment and spotting important places.                      Recognise some similarities and differences between life in this country and life in other countries and recognise some environments that are different from the one in which they live linked to core texts and children experiences.                      Explore the natural world around them using the nature zone and outside provision.</p>		<p><b>Area of Learning - Understanding the World Early Learning Goals: People, Culture and Communities and The Natural World</b>                      Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.                      Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.                      Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	
<b>Year One Curriculum Content Criteria</b>	<p><b>A Year One Geographer:</b></p> <ol style="list-style-type: none"> <li>I know the names of the four countries in the United Kingdom and locate them on a map.</li> <li>I know about some of the main things that are in hot and cold places.</li> <li>I know which clothes I would wear in hot and cold places.</li> <li>I point to the equator, North and South Pole on an atlas and globe.</li> <li>I know where I live and tell someone my address.</li> <li>I know the four main directions on a compass are North, East, South and West.</li> <li>I know what I like and do not like about the place I live.</li> <li>I construct simple maps; using basic symbols in a key.</li> <li>I use the directional vocabulary: near; far; left; right to explain where a location is.</li> <li>I 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</li> <li>I name the continents of the world and locate them on a map.</li> <li>I name the world's oceans and locate them on a map.</li> </ol>					
<b>Year One Units of Study</b>	<p><b>Immediate area (school):</b>                      Where is our school and what is our school like?</p> <p><b>Knowledge and context:</b>                      Name places in our school and giving opinions of those places (7)                      Compare the P&amp;H features of two areas within the</p>	<p><b>Local Area: What city do we live in and what is it like?</b></p> <p><b>Knowledge and content:</b>                      Name the 4 countries in the UK and locate them on a map (1)</p>				<p><b>Hot and Cold: Where are the hot and cold places in the world?</b></p> <p><b>Knowledge and content:</b>                      Name &amp; locate the world's 7 continents (11)                      Name &amp; locate the world's 5 oceans (12)</p>

	<p>grounds -environmental quality survey (10) Create a Messy Map with a key, scale and title (8) Describe the map and where things are using near, far, left and right. (9) To say where we live and the country it is in (1 &amp; 5)</p> <p><b>Skills:</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> Enquiry</div> <div style="text-align: center;"> Maps</div> <div style="text-align: center;"> Critical Thinking</div> <div style="text-align: center;"> Fieldwork</div> <div style="text-align: center;"> Graphicacy</div> <div style="text-align: center;"> Vocabulary</div> </div> <p><b>Enhancements:</b> school hunt Journey sticks <i>We're going on a Bear Hunt</i> by Michael Rosen</p>	<p>Draw and describe their favourite place in Southampton (7) Know the difference between human and physical features (10) Identify the human and physical features in our local area during fieldwork (10) Create a Journey Map with a key, scale, title and features (6 &amp; 8) Describe the location of features in the local area using near, far, left and right (9)</p> <p><b>Skills:</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> Enquiry</div> <div style="text-align: center;"> Maps</div> <div style="text-align: center;"> Vocabulary</div> <div style="text-align: center;"> Fieldwork</div> <div style="text-align: center;"> Graphicacy</div> </div> <p><b>Enhancements:</b> Local area walk</p>				<p>Know where the hot and cold areas of the world are in relation to the Equator and the North and South Poles (4) Know about some of the main things that are in hot and cold places (3) Know which clothes I would wear in hot and cold places (4)</p> <p><b>Skills:</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> Enquiry</div> <div style="text-align: center;"> Maps</div> <div style="text-align: center;"> Critical Thinking</div> <div style="text-align: center;"> Vocabulary</div> <div style="text-align: center;"> Graphicacy</div> </div> <p><b>Enhancements:</b> Marwell Zoo</p>
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<p><b>Year Two Curriculum Content Criteria</b></p>	<p><b>A Year Two Geographer:</b></p> <ol style="list-style-type: none"> <li>1. I name the continents of the world and locate them on a map.</li> <li>2. I name the world's oceans and locate them on a map.</li> <li>3. I name the capital cities of England, Wales, Scotland and Northern Ireland.</li> <li>4. I use world maps to locate countries studied</li> <li>5. I identify how the location of the Equator and the North and South Poles impact on weather patterns in different locations.</li> <li>6. I know what I like and do not like about a place that is different to the one I live in.</li> <li>7. I describe a place outside Europe using geographical words.</li> <li>8. I 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</li> </ol>
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	<p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>9. I know about the facilities that a village and city may need and give reasons.</p> <p>10. I use the directional vocabulary: near; far; left; right to explain where a location is.</p> <p>11. I know about some of the features of an island.</p> <p>12. I keep a weather chart and answer questions about the weather.</p> <p>13. I know how the weather changes throughout the year and can name the seasons.</p> <p>14. I construct simple maps; using basic symbols in a key.</p>					
<p><b>Year Two Units of Study</b></p>	<p><b>Weather and Pollution: How is the weather different in different places?</b></p> <p><b>Knowledge and Context:</b> Know that there are different types of weather (12) Know the location of hot and cold areas of the world, relating to the Equator and North &amp; South Poles (5) Know that hot and cold places have different species of plants and animals (5) Compare two differing climates - UK and Mumbai (12) Talk about seasonal and daily weather patterns in the UK (13)</p>			<p><b>India: Where is India and what is it like there?</b></p> <p><b>Knowledge and Context:</b> Name &amp; locate the world's 7 continents and 5 oceans (1 &amp; 2) Locate India &amp; surrounding countries on world map (4) Identify how the location of the Poles and Equator impact on the climate and temperature of India (5) Compare the human geography of Mumbai with Southampton, identifying likes and dislikes (6, 7 &amp; 8) Compare the climate and physical landscape of Mumbai to Southampton, identifying likes and dislikes (6, 7, 8 &amp; 12) Compare weather patterns (temperature) of Mumbai to Southampton (12)</p>		<p><b>Isle of Wight: How is the Isle of Wight different to Southampton?</b></p> <p><b>Knowledge and Context:</b> Name the 4 countries, capitals &amp; surrounding seas of the UK (3) Recognise landmarks and basic human and physical features of the four countries of the UK (8) Explain the facilities a village and city may need' (9) Explore the features of an island (11) recognising landmarks, human and basic physical features of the Isle of Wight using aerial photographs, maps and digimaps (8) Create a simple map with compass directions and a key showing the physical and human features of the Isle of Wight (14) Use simple compass directions and the directional language of near, far, left and right to explain a location (10)</p> <p><b>Skills:</b></p>

	<p><b>Skills:</b></p>  <p><b>Enhancements:</b> Creating and presenting a weather forecast as a group.</p>			<p><b>Skills:</b></p>  <p><b>Enhancements:</b></p>		 <p><b>Enhancements:</b> Links to the Nims Island book.</p>
<p><b>Year Three Curriculum Content Criteria</b></p>	<p><b>A Year Three Geographer:</b></p> <ol style="list-style-type: none"> <li>1. I use world maps and UK maps to locate countries and cities studied.</li> <li>2. I know the difference between the British Isles, Great Britain and the United Kingdom.</li> <li>3. I know about, name and locate some of the main islands that surround the United Kingdom.</li> <li>4. I locate counties and cities around the UK.</li> <li>5. I know why people may be attracted to live in cities.</li> <li>6. I research to discover features of villages and cities and appreciate the differences.</li> <li>7. I know why people may choose to live in one place rather than another.</li> <li>8. I know why ports are important and the role they play in distributing goods around the world.</li> <li>9. I locate some neighbouring European countries and can find their capital cities.</li> <li>10. I know about, locate and name some of the world's most famous volcanoes.</li> <li>11. I know about and describe the key aspects of volcanoes.</li> <li>12. I use a range of resources to identify the key physical and human features of a location.</li> <li>13. I know why some places are similar and dissimilar in relation to their human and physical features.</li> <li>14. I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</li> <li>15. I 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</li> </ol>					
<p><b>Year Three Units of Study</b></p>			<p><b>Italy: Where is Italy and what is it like?</b></p> <p><b>Knowledge and Context:</b> Collect and compare the weather in Southampton with the weather in the</p>	<p><b>City or Village: Where would you like to live?</b></p> <p><b>Knowledge and Context:</b> Name and locate the UK, Great Britain and the British Isles (2) Name and locate some islands that surround the UK (3) Name and locate some counties and cities around the UK (4)</p>		

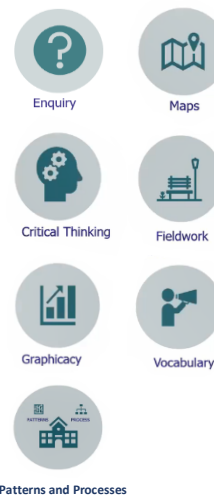
North and South of Italy (Venice and Rome) over time (14)  
 Locate Rome and Venice on a map and research general facts about Italy (1 & 12)  
 Locate Italy and its surrounding European countries including Russia and their capital cities (1 & 9)  
 Compare the human and physical features in the North and South of Italy (including rivers, mountains, land use and settlements) (12 & 13)  
 Locate and name some famous volcanoes from around the world (10)  
 Locate and name volcanoes in Italy (10)  
 Understand how volcanoes are formed (11)  
 Understand and describe key aspects of volcanoes (11)

**Skills:**



Know the location of our county and the main cities within it (4)  
 Understand the benefits of living in a city (5)  
 Research the geographical features of villages and cities, understanding their similarities and differences (6, 12 & 13)  
 Discuss where I would choose to live, giving clear reasons as to why (7)  
 Know how our county has changed due to the development of Southampton Docks and to discuss the positive and negative consequences of a port (8)  
 Know that goods are traded between countries around the world giving examples of the goods traded and countries they are from (8)  
 To carry out fieldwork to sketch key distribution equipment used at a port (15)


**Skills:**




**Enhancements:**

Visitors from the Docks.  
 Visit to the Docks.

			<p><b>Enhancements:</b></p> <p>Pizza making linked with DT.</p>		
<p><b>Year Four Curriculum Content Criteria</b></p>	<p><b>A Year Four Geographer:</b></p> <ol style="list-style-type: none"> <li>1. I know about the course of a river.</li> <li>2. I know why most cities are situated by rivers.</li> <li>3. I name and locate key English rivers.</li> <li>4. I name and locate many of the world's most famous rivers.</li> <li>5. I know and find different views about an environmental issue.</li> <li>6. I describe and understand key aspects of: <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> <li>7. I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>8. I 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</li> </ol>				
<p><b>Year Four Units of Study</b></p>			<p><b>Rivers: Where are our rivers and what are they like?</b></p> <p><b>Knowledge and Content:</b></p> <p>Carry out fieldwork to observe, measure and record a river in my local environment and record what I see/feel (8)</p> <p>Identify and explain the course of a river (1)</p> <p>Name and explain the features of a river (6)</p> <p>Identify and understand why most cities are situated by rivers (2)</p> <p>Name and locate key English rivers and the counties and cities of the UK using digital mapping (3 &amp; 7)</p> <p>Name and locate many of the world's most famous rivers (4)</p> <p>Identify the stages and processes of the water cycle (6)</p> <p>Identify the uses of a river and the impacts of flooding (5 &amp; 6)</p>		

			<p><b>Skills</b></p>  <p><b>Enhancements:</b> Beaulieu River Trip</p>		
<p><b>Year Five Curriculum Content Criteria</b></p>	<p><b>A Year Five Geographer:</b></p> <ol style="list-style-type: none"> <li>1. I locate and explain latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Greenwich Meridian</li> <li>2. I know whether a country is located in the Southern or Northern hemisphere</li> <li>3. I discuss the location of geographical regions (rainforests), understanding how their location in the world impacts on their physical features.</li> <li>4. I know how a locality has changed over time with reference to human and physical geography.</li> <li>5. I know and find different views about an environmental issue.</li> <li>6. I describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ol>				
<p><b>Year Five Units of Study</b></p>			<p><b>Rainforests: Where are the rainforests and what are they like?</b></p> <p><b>Knowledge and Content:</b> Locate and explain latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Greenwich Meridian (1 &amp; 2) Describe some of the different biomes of the world (6) Relate my knowledge of rainforest locations to the physical features of these regions (2) Describe the location and climates of rainforests and the countries that they are in (1, 3 &amp; 6) Compare our wild area to a rainforest focusing on comparing the layers (6) Understand the Amazon rainforest, its plants, animals and people (6) Explain the reasons for and impacts of deforestation, including how the location has changed over time (4 &amp; 5) Learn about energy sources and reducing energy use (6)</p>		



			<p><b>Skills:</b></p>  <p><b>Enhancements:</b> Going into the wild area to compare our wild area to rainforests.</p>		
<b>Year Six Curriculum Content Criteria</b>	<p><b><u>A Year Six Geographer:</u></b></p> <ol style="list-style-type: none"> <li>1. I know how to use an atlas by using the index to find places.</li> <li>2. I know how to use a map to locate continents, countries and cities.</li> <li>3. I know how to use some Ordnance Survey map symbols.</li> <li>4. I know how to use the eight points of a compass.</li> <li>5. I know how to use four and six-figure grid references.</li> <li>6. I locate the topographical features of a map.</li> <li>7. I know how to find some cities in the UK on a map.</li> <li>8. I know, name and locate the capital cities of neighbouring European countries.</li> <li>9. I know the countries that make up the European Union.</li> <li>10. I 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</li> <li>11. I know why some places are similar and dissimilar in relation to their human and physical features.</li> <li>12. I know how time zones work and calculate time differences around the world.</li> <li>13. I know about, name and locate many of the world’s most famous mountainous regions.</li> <li>14. I know tectonic plates form mountains and cause earthquakes.</li> <li>15. I know about and describe the key aspects of earthquakes.</li> <li>16. I use a range of resources to identify the key physical and human features of a location.</li> </ol>				
	<p><b>Fieldwork and Mapping: How do we read a map?</b></p> <p><b>Knowledge and Content:</b> Use an index to find places in an atlas (1) Understand the symbols and key of maps, including OS maps (3)</p>		<p><b>North America: How is the USA different and the same as the UK?</b></p> <p><b>Knowledge and Content:</b> Locate North and South America, its time zones and its major cities on a map and in an atlas (1, 2 &amp; 12)</p>		<p><b>Earthquakes: What causes an earthquake?</b></p> <p><b>Knowledge and Content:</b> Name and locate some famous mountainous regions (13) Investigate tectonic plates and their location using</p>

Use the eight points of a compass (4)  
 Use 4 and 6 figure grid references (5)  
 Locate the topographical features of a map (hills, mountains, coasts and rivers) (6)  
 Know how to find some cities in the UK on a map (7)  
 Know, name and locate the capital cities of neighbouring European countries (2 & 8)  
 Know the countries that make up the European Union (9)  
 Carry out fieldwork at Testwood Lakes, including orienteering, orientating maps and using maps of different scales, understanding the human and physical features of the area (10)

Research and describe the USA and its states with reference to human and physical geography (11)  
 I can describe the similarities and differences in the physical and human features of California, Alaska and Hampshire, including their location (Tropics/Arctic Circle) (11 & 16)  
 Collect information on the location, time zone and key features of Washington DC (11, 12 & 16)  
 Understand the similarities and differences of Hampshire, Alaska and California. Using fieldwork focusing on settlements and land use (11 & 16)

**Skills:**



**Enhancements:**

resources including Digimaps (16)  
 Understand how tectonic plates form mountains and cause earthquakes (14)  
 Describe the key aspects of earthquakes (15)  
 Locate the San Andreas Fault and the Nazca Plate and explore the key features of these areas (1, 2 & 16)  
 To pick three areas in the school grounds which are most risky in the event of an earthquake (15)

**Skills:**



**Enhancements:**

**Skills:**



Enquiry



Maps



Vocabulary



Fieldwork



Graphicity



Patterns and Processes

**Enhancements:**

Testwood Lakes Trip

