Geography

Subject Guide

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Introduction

Intent

Our aim at Frith Manor Primary School is to inspire children's curiosity, interest and appreciation for the world that we live in and our role in sustaining it. We intend to equip children with the geographical knowledge to develop investigative skills through studies of places, people and natural and human environments which are transferable to other areas of the National Curriculum. Additionally, we aim to provide a deep understanding of the Earth's key physical and human processes and how landscapes and environments have changed and continue to change over time. Children are encouraged to ask and answer questions related to physical features of our Earth, and how human activity affects and is affected by these features. As geographers, pupils are exposed to a rich and balanced curriculum that provides them with essential component knowledge, new vocabulary and skills that build on previous learning. Our Curriculum promotes geographical enquiry and engagement with the local environment to ensure that children learn through varied and first-hand experiences of the world around them.

We follow Kapow Primary's Geography scheme of work which aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.

- A growing understanding of geographical terms and vocabulary.
  Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best. Our whole school oracy focus underpins our vocabulary-rich Geography curriculum. Teachers use questioning, and provide opportunities for discussion and investigation to support the development of vocabulary, which is explicitly taught and modelled by teachers in every lesson. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensures that teaching is informed by the children's starting points and takes account of pupil voice. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion. Teachers are encouraged to use a range of resources such as maps, atlases, videos, photographs and newspaper articles during lessons to help create immersive learning experiences.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality. We alternate our Geography and History topics ensuring that our children receive a well-rounded teaching of the humanities subjects throughout the year. At times, we take the opportunity to create links between the two subjects to help solidify the learning taking place.

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Kapow Primary's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Our National curriculum mapping document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands.

The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.

We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Primary units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD. Kapow Primary has been created with the understanding that many teachers do not feel confident delivering the full Geography curriculum, and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Other school initiatives that support geography-aware thinking and action include:

- a progressive Geography curriculum mapped out by year group.
- using the *Eco Schools framework* to develop environmental awareness and responsible citizenship amongst its children and through them the wider community. For example, Eco Warriors are elected in each class to champion the environment and to give children leadership opportunities.
- the whole school community investing in reinvigorating its use of the school's rich outdoor spaces - so that more of our curriculum takes place beyond the classroom in our Peace Garden, around our mini-lake, amongst the trees of our orchard, in the depths of our forest and around our raised growing beds.
- "Country of the Month" in which the school foregrounds the diverse country origins of its community with a display board to which children with some connection to the country are invited to contribute
- Bikeability - training children in safe cycling to widen their choice in sustainable travel to school and beyond.
- Geography Day.

Impact

The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning and using images/videos of children's practical learning.

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

After implementing Kapow Primary Geography, pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into

curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact of following the Kapow Primary Geography scheme of work is that children will:

- √ Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- √ Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- √ Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- √ Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- √ Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- √ Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- √ Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- √ Meet the end of key stage expectations outlined in the National curriculum for Geography.

Yearly Overview

LTP	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Little Acorns	Breakdown of Little Acorns Curriculum can be found in Little Acorns Yearly Curriculum Overview Areas of learning: Understanding the World					
Little Oaks	Breakdown of Little Oaks Curriculum can be found in Little Oaks Yearly Curriculum Overview Areas of learning: Understanding the World					
Reception	Breakdown of Reception Curriculum can be found in Reception Yearly Curriculum Overview Areas of learning: Understanding the World					
Year 1	What is it like here?			What is the weather like in the UK?		What is it like to live in Shanghei?
Year 2	Would you prefer to live in a hot or cold place?			Why is our world wonderful?		What is it like to live by the coast?
Year 3		Why do people live near volcanoes?		Are all settlements the same?		What are rivers and how are they used?
Year 4		Where does our food come from?		Why are rainforests important to us?		Who lives in Antarctica?
Year 5		Why do oceans matter?		Can I carry out an independent fieldwork enquiry?		Where does our energy come from?

Year 6	Why does population change?		What is life like in the Alps?		Would you like to live in a desert?	

Curriculum coverage

KS1

Locational Knowledge	
Name and locate the world's seven continents and five oceans	• Year 1 – Summer Term • Year 2 – Autumn Term • Year 2 – Spring Term • Year 2 – Summer Term
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	• Year 1 – Spring Term • Year 2 – Spring Term • Year 2 – Summer Term

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	• Year 1 – Summer Term • Year 2 – Autumn Term

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	• Year 1 – Spring Term • Year 2 – Autumn Term

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	• Year 1 – Autumn Term • Year 1 – Summer Term • Year 2 – Autumn Term • Year 2 – Spring Term • Year 2 – Summer Term
use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	• Year 1 – Autumn Term • Year 1 – Summer Term • Year 2 – Autumn Term • Year 2 – Spring Term • Year 2 – Summer Term

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	• Year 2 – Autumn Term • Year 2 – Spring Term • Year 2 – Summer Term
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	• Year 2 – Autumn Term • Year 2 – Spring Term • Year 2 – Summer Term
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	• Year 2 – Autumn Term • Year 2 – Spring Term • Year 2 – Summer Term
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	• Year 2 – Autumn Term • Year 2 – Spring Term • Year 2 – Summer Term

KS2

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	• Year 3 – Autumn Term • Year 3 – Spring Term • Year 3 – Summer Term • Year 4 – Autumn Term • Year 4 – Spring Term • Year 4 – Summer Term • Year 5– Autumn Term • Year 5 – Summer Term • Year 6 – Autumn Term • Year 6 – Spring Term • Year 6 – Summer Term
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	• Year 3 – Spring Term • Year 3 – Summer Term • Year 5– Autumn Term • Year 5 – Spring Term • Year 5 – Summer Term • Year 6 – Autumn Term • Year 6 – Spring Term
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)	• Year 4 – Spring Term • Year 4 – Summer Term • Year 5 – Summer Term • Year 6 – Spring Term • Year 6 – Summer Term

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country	• Year 3 – Autumn Term • Year 3 – Spring Term • Year 4 – Autumn Term • Year 5 – Summer Term • Year 6 – Autumn Term • Year 6 – Spring Term • Year 6 – Summer Term

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	• Year 3 – Autumn Term • Year 3 – Summer Term • Year 4 – Autumn Term • Year 4 – Spring Term • Year 4 – Summer Term • Year 5– Autumn Term • Year 6 – Spring Term • Year 6 – Summer Term
describe and understand key aspects of: 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	• Year 3 – Autumn Term • Year 3 – Spring Term • Year 3 – Summer Term • Year 4 – Autumn Term • Year 4 – Spring Term • Year 4 – Summer Term • Year 5– Autumn Term • Year 5 – Spring Term • Year 5 – Summer Term • Year 6 – Autumn Term • Year 6 – Spring Term • Year 6 – Summer Term

Geographical skills and fieldwork	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• Year 3 – Autumn Term • Year 3 – Spring Term • Year 3 – Summer Term • Year 4 – Autumn Term • Year 4 – Spring Term • Year 4 – Summer Term • Year 5– Autumn Term • Year 5 – Spring Term • Year 5 – Summer Term • Year 6 – Autumn Term • Year 6 – Spring Term • Year 6 – Summer Term
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	• Year 3 – Spring Term • Year 3 – Summer Term • Year 4 – Summer Term • Year 5 – Spring Term • Year 5 – Summer Term • Year 6 – Spring Term • Year 6 – Summer Term
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 – Autumn Term • Year 3 – Spring Term • Year 3 – Summer Term • Year 4 – Autumn Term • Year 4 – Spring Term • Year 4 – Summer Term • Year 5– Autumn Term • Year 5 – Spring Term • Year 5 – Summer Term • Year 6 – Autumn Term

	• Year 6 – Spring Term

Progression of Geographical Concepts

Place

EYFS

- Places have names to help people describe where they are.
- Places can be different sizes and types.

Year 1

- A place is more than just a location, it is about how it looks, what is there and how it makes you feel.
- A place has different features that make it unique.

Year 2

- Landscape and surrounding environment are important parts of a place.
- No two places are exactly alike.

Years 3/4

- A 'place' encompasses distinctive features, landscape, community, and diversity.
- A 'place' is shaped by various factors including culture and shared experiences.
- As individuals, they are part of the process of shaping the place where they live.
- People's shared experiences of a place can help people to connect as a community.
- Places are interconnected, influencing and being influenced by other places.

Years 5/6

- Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment.
- Factors such as socio-economic influences, historical context, and environmental impact can influence a place.
- The significance of different places may vary from person to person.

Space

EYFS

- Things can be distributed or spread out across a space in different ways.

Year 1	**Year 2**
● Patterns can be seen in the way features are distributed within a space.	● How far apart features are in a space can be compared and contrasted.
Years 3/4	**Years 5/6**
● The concept of space can be observed in various physical and human geographical features like landforms and urban areas. ● 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. ● Elements, such as information, goods and people, within a space relate to and influence each other.	● 'Space' involves examining features and the relationships between them. ● Pattern, within the concept of 'space', refers to how distributions of things repeat or vary. ● That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.

Scale

EYFS

- Some places are bigger than others.

Year 1	**Year 2**
● Some features of an environment are bigger or smaller than others.	● People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent). ● Maps are small - scale representations of a place.

Years 3/4 ● Scale can refer to local, national, international and global. ● Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. ● Different geographical concepts and processes can be observed, interconnected and understood at these different scales.	**Years 5/6** ● Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns. ● Geographers examine features and the relationships between them at different scales, depending on their intended outcome. ● The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. ● When discussing and debating geographical issues the issue of scale is relevant to stakeholders.

Interdependence

EYFS ● Aspects of our world are connected.	
Year 1 ● Features and people are connected and rely on each other.	**Year 2** ● People, places, environments and processes are connected and can affect each other.
Years 3/4 ● Changes or events in one location can affect another, regardless of distance. ● Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place.	**Years 5/6** ● More complex interdependencies exist, such as how the economy of one place can affect another. ● Interdependence shapes our world, such as how trade connects different countries.

● Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance.	

Physical and Human Processes

EYFS

● The physical environment changes over time.

Year 1	**Year 2**
● Humans can have an impact on our surroundings.	● Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.
Years 3/4	**Years 5/6**
● Physical changes and human influences like urban growth can change the landscape of an area. ● Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss.	● Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. ● There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.

Environmental Impact & Sustainable Development

EYFS

● Taking care of our environment is important and there are ways we can help do this.

Year 1 ● Human activities can impact the environment in many ways and there are things we can do to care for the world around us.	**Year 2** ● Human activities can have a positive or negative impact on the environment.
Years 3/4 ● Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally. ● It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling. ● The impact of human activities on ecosystems and the environment may have long-term effects.	**Years 5/6** ● There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources. ● There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability.

Cultural Awareness & Diversity

EYFS ● People have different daily practices and ways of life.	
Year 1 ● There are many similarities and differences between the ways of life of people in different places.	**Year 2** ● That similarities and differences between environments can contribute to cultural diversity.
Years 3/4	**Years 5/6**

● They are part of a local, national and global community. ● There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment.	● That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics. ● Different perspectives can provide different ways of understanding and interpreting the world.

Vocabulary

Year 1

Geographical Skills/ Fieldwork	Human and Physical Geography		Locational Knowledge
Geographical	Human	Physical	
	What is it like here?		
• aerial view • aerial photograph • distance • location • locate • near • far • left • right • north • features • direction • physical feature • human feature • similar • different	• village • town • city	• land • lake • river • ocean • sea	• place • continent • country
Mapping	**What is the weather like in the UK?**		
• map • globe • atlas • symbol • key		• weather • season • climate	• Europe • England • Scotland • Wales • Northern Ireland • United Kingdom (UK)
Fieldwork	**What is it like to live in Shanghai?**		

• survey • questionnaire • compass • rain gauge • thermometer • temperature • weather vane	• port • harbour • skyscraper • metro • transport	• desert	• Asia • China • Shanghai

Year 2

Geographical Skills/ Fieldwork	Human and Physical Geography		Locational Knowledge
Geographical	Human	Physical	
	Would you prefer to live in a hot or cold place?		
• landmark	• urban • rural	• pack ice • ice sheet • arid • savannah • vegetation • grasslands • rainforest • polar • mild • temperate	• Africa • North America • South America • Antarctica • Oceania • Equator • North Pole • South Pole • Kenya
Mapping	**Why is our world wonderful?**		
• sketch map • scale • OS map		• habitat	• Atlantic Ocean • Indian Ocean • Southern Ocean • Pacific Ocean • Arctic Ocean • London • Edinburgh • Cardiff • Belfast

			• Ben Nevis • Lake Windermere • Mount Snowdon • capital city
Fieldwork	**What is it like to live by the coast?**		
• sample • tally chart • pictogram • bar chart • data collection	• aquarium • tourist	• arch • bay • coast • mudflat • pier • cliff • coastline • island • sand dunes • stack	• Weymouth • Jurassic Coast • Pembrokeshire • Orkney Islands • Giant's Causeway • Flamborough Head • North Sea • English Channel • The Irish Sea

Year 3

Geographical Skills/ Fieldwork	Human and Physical Geography		Locational Knowledge
Geographical	Human	Physical	
	Why do people live near volcanoes?		
• negative/positive effects • climate change • adaptation • tourism • explorer • cross-section • similarity/difference • land use	• geothermal energy • man-made rock	• inner core • outer core • mantle • crust • tectonic plate • plate boundary • volcano ○ shield ○ composite ○ active ○ dormant ○ extinct	• Italy • climate zones ○ polar ○ temperate ○ arid ○ tropical ○ mediterranean ○ mountains • Earth • Mount Kilimanjaro • The Andes • The Himalayas

		• mountain • magma • magma chamber • vent • pyroclastic flow • fertile soil • volcanic springs • earthquake • tsunami • fault line • epicentre • seismic wave • focus • rock	• The Rockies • The Alps • Mount Etna • Lines of latitude/longitude
Mapping	**Are all settlements the same?**		
• index • hemisphere • scale bar • mapping • tilt • four-figure grid reference • plot • eight points of the compass • route	• linear • nucleated • dispersed • recreational land • agricultural land • residential land • commercial land • place of worship • monument • memorial facilities		• New Delhi • settlement • county • region • local • country border
Fieldwork	**What are rivers and how are they used?**		
• expedition • magnetic/magnetic field • research • intention • destination • evaluate • compare • improvement	• irrigation • leisure • supply	• condensation • evaporation • groundwater • percolation • precipitation • transpiration • water cycle • delta • estuary • floodplain • meander	• River Severn • River Thames • River Trent • River Great Ouse • River Wye • River Mississippi. • River Amazon • River Nile • River Danube • River Yangtze • River Murray

		• oxbow lake • river mouth • source • tributary • valley • waterfall • flooding	

Year 4

Geographical Skills/ Fieldwork	Human and Physical Geography		Locational Knowledge
Geographical	Human	Physical	
	Where does our food come from?		
• benefit/advantage • drawback/disadvantage • process • approximate • greenhouse gas • sustainability • carbon footprint • global warming • renewable energy	• food miles • import • export • distribution • produce • waste • consume • fertilisers • pesticides • greengrocer • butcher • trade • product • cooperative • responsible trade • seasonal food • air freight • grant • packaging • bakery		• West Africa • Côte d'Ivoire

	● food bank ● allotment		
Mapping	**Why are rainforests important to us?**		
● represent ● grid square	● indigenous peoples ● deforestation ● Community ● logging ● mining	● vegetation belts ● forest floor ● understory layer ● canopy layer ● emergent layer ● drought ● buttress roots ● lianas	● biomes ● Savannah ● Tropical rainforest ● Temperate ● deciduous forest ● Boreal forest ● Desert ● Tundra ● Amazon rainforest ● Brazil ● Manaus
Fieldwork	**Who lives in Antarctica?**		
● investigate ● interview ● method ● risk ● enquiry ● data ● analyse ● present ● quantitative/qualitative data ● summarise ● interpret ● quote ● source ● sample size ● reliability ● limitations ● open-ended/closed question ● Likert scale	● treaty	● ice shelf ● drifting ice ● iceberg ● wilderness	● Tropic of Capricorn ● Tropic of Cancer ● Northern Hemisphere ● Southern Hemisphere ● Arctic Circle ● Antarctic Circle ● South Georgia ● Mount Erebus

Year 5

Geographical Skills/ Fieldwork	Human and Physical Geography		Locational Knowledge
Geographical	Human	Physical	
	Why do oceans matter?		
• natural disaster • threat • species • dependent • geology • ecology • ecosystem • atmosphere • human footprint • environment • comparison	• coral bleaching • microplastics • acidification • overfishing • Marine Protected Area • single-use plastic • re-purpose • plastic pollution • disposable • policy • biodegradable	• ocean current • buffer • coral reef • marine • erosion • decompose	• Great Barrier Reef • Australia • Japan • USA • Thailand • India South Korea
Mapping	**Can I carry out an independent fieldwork enquiry?**		
• land height • sea level • thematic map • aerial map • digital map • time zone			
Fieldwork	**Where does our energy come from?**		
• fieldwork • evidence	• energy source • hydropower • wind power • solar power • nuclear power • biofuel • non-renewable • dam	• coal • natural gas • crude oil • emissions • ocean tide • regenerate • fossil fuel	• Port of Blyth • Midland, Texas • Cities of the UK ○ Glasgow ○ Liverpool ○ Bristol ○ Newcastle ○ Southampton

	• replenished • consumption • producer • headquarters • offshore • onshore		○ Plymouth ○ Leeds

Year 6

Geographical Skills/ Fieldwork	Human and Physical Geography		Locational Knowledge
Geographical	Human	Physical	
	Why does population change?		
• impact • landscape • urban planner	• densely populated • sparsely populated • population density • population distribution • birth rate • death rate • natural increase • migration • refugee • push factors • pull factors • voluntary • involuntary • air pollution • noise pollution	• land mass	• Singapore • Hong Kong • Bangladesh • Greenland • Iceland • Canada • Oman • Bulgaria
Mapping	**What is life like in the Alps?**		
• six-figure grid references • contour lines	• population	• mountain range • temperate deciduous forest • coniferous trees • deciduous trees	• The Alps • France • Monaco • Switzerland

			● Liechtenstein ● Austria ● Germany ● Slovenia
Fieldwork	**Would you like to live in the desert?**		
● digital technologies ● conclusion ● cartogram ● Geographic Information System (GIS) ● pie chart ● line graph ● live data ● consideration ● annotate ● justify ● issue ● justify ● issue ● viewpoint ● data collection method ● subjective ● audience	● airstrip ● national park ● nature reserve ● tourist attraction ● military ● ranching ● agriculture ● desertification ● flash flood	● rainfall ● barren ● sparse ● mesa ● mushroom rock ● natural arch ● salt flat	● Mojave Desert ● Death Valley ● Gobi Desert ● Oleshky Sands ● Sahara Desert ● Chihuahuan Desert ● Patagonian Desert ● Antarctic Polar Desert ● Great Victoria Desert ● Nevada ● Utah ● Arizona ● Atacama Desert ● Prime/Greenwich Meridian