



Malvern Wyche C of E Primary School

Geography Education Document

1 Geography Vision

At the Wyche, our motto is ‘Together we Soar’, based on the verse from Isaiah: “they will soar on wings like eagles”. In geography this means that we will inspire pupils’ curiosity about the world and its people, as well as the significance of place. Our school partnership with Gofu Juu in Tanzania and our unique setting nestled in the Malvern Hills provides additional meaningful examples of the diverse nature of the earth and how humans work together to respond to their environment. We will develop empathy with the communities we live in and with others around the world and develop respect and stewardship for the natural world and the environment

Our geography curriculum will give pupils knowledge and understanding of the planet earth and how landscape and communities form, change and interact. They will also develop the fieldwork skills to test these elements for themselves and understand the discipline of geography as it is practiced by professionals. They will begin by mapping and exploring their own immediate surroundings in landscape and community before developing a deeper understanding of Great Malvern and Worcestershire, related relief and mountainous landscapes and a range of important communities, places and processes across the planet.

1.1 Geography at The Wyche will:

Our Geography curriculum will give pupils a sound understanding of the place in which they live and a deep understanding of its similarities and differences to the UK and the rest of the world by:

1. Equipping pupils with the necessary geographical knowledge and skills to prepare them for the next stages of education and employment.
2. Deepening understanding of Great Britain and the wider world through revisiting learning through a range of contexts (e.g. local studies of urban, rural and agricultural settings).
3. Building knowledge and understanding of Great Malvern and the Malvern Hills AONB and SSSI as a significant location for the UK and beyond (in travel, tourism, culture and habitat).
4. Developing curiosity and knowledge about other places in the world and compare them to Malvern, Worcestershire and UK.
5. Developing an understanding of hills, mountains and relief around the world.
6. Fostering a love of, respect for and stewardship of the natural world and its resources.

1.2 Relevance of Christian Values in geography.

Safety

Fieldwork and investigation will be risk assessed and pupils will understand the risks and risk reduction measures and abide by these, based on good communication, good supervision and underpinned by a robust behaviour policy. In debates and discussions children will feel safe enough to take part due to a risk-taking climate so their ideas and progress can take flight.

Trust

Children will trust that trips and fieldwork are safe and necessary, and we’ll gain and repay this trust from parents. Partner and group work will develop trust in others. Children will trust in a risk-taking environment to share views, accept challenge and both make, and learn from, learn from useful mistakes. We’ll model and praise honesty and honour in self- and peer-marking.

Respect

We will be taught and use appropriate and inclusive language when discussing the cultures, and practices of the human beings who share this world. We will show and learn respect thoughtfully exploring using the most up to date language and showing sensitivity and balance as we explore political, moral and religious elements of Geographical study.

Inspiration

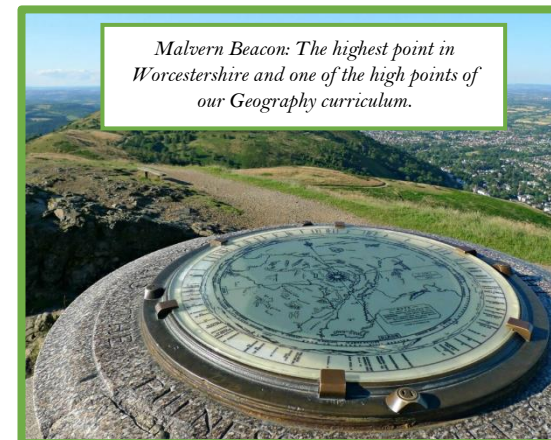
We will be inspired by visits to engaging and authentic locations. The teaching and learning styles will be well matched to bring geography, and the way geographers gather information, to life. Curriculum links will deepen and broaden and enhance substantive and disciplinary knowledge to make it memorable.

Value

Our study of the UK and planet Earth will give us opportunities to develop a moral attitude to sustainability, step up to our duty to the environment and the next generation and consider our gratitude and thankfulness for the shelter and sustenance we have been granted on Earth, whilst learning to negotiate with care its power and hazards.

Engagement

We will take part in debates, dramas and fieldwork and take part fully in group work. We will commit to working out of comfort zone and in the place where learning lifts off and will work to overcome fear of failure. We’ll engage in initiatives through learning to actively increase the school’s and our own future sustainability aspiring to reduce the impact of human life and on planet earth.



2 Geography Curriculum

Geography Long Term Plan EYFS & KS1 National Curriculum (Red and Yellow Class)

Reception, Year 1 & Year 2


Year A

Term	Substantive Knowledge: "I know that" (<i>What we are learning about</i>)	Disciplinary Knowledge "I know how to" (<i>What we are learning that geographers do.</i>) [See geography progression of skills for age-appropriate descriptors.]
Aut	 <p>Where in the World Are We? Our location in relation to world geography Pupils will use simple maps and plans alongside world maps and atlases, to understand compass points and directions. They will recognise simple human and physical features on a map and locate school and Malvern on a UK map and an aerial image.</p> <p>I know that:</p> <ul style="list-style-type: none"> • Great Malvern is a town in the nation of England. • England is one of the four nations of the country the United Kingdom, with Northern Ireland, Scotland and Wales. • The UK is part of the continent of Europe, alongside Africa, Asia, North America, South America, Oceania and Antarctica. • The UK borders the Atlantic Ocean which is one of the five oceans with Pacific, Indian, Southern and Arctic. 	<p>I know how to:</p> <p>G1 Location Name and locate the world's seven continents and five oceans and identify the United Kingdom and its countries, including the poles, equator and tropics.</p> <p>G2 Direction Describe locations relative to each other using the four points of the compass (N, E, S & W) and use locational and directional language, e.g. "near and far", "left and right", to describe the location of features and routes on familiar and unfamiliar maps.</p> <p>G3 Geographical Skills & Fieldwork Navigate the school grounds and buildings, and create their own maps and plans, describing their surroundings and relating them to the maps charts and books they read and share.</p> <p>G4 Mapwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the world's seven continents and five oceans.</p> 
Spr	<p>Malvern & Tanga Comparison of region in UK with another non-European location. Pupils will explore and identify similarities and differences between our school and our Gofu Juu school in Tanzania, comparing weather, seasons and human and physical features. Pupils will also name continents and oceans using world maps, atlases and globes. Pupils will compare the weather at home and abroad and in the books, they read and share.</p> <p>I know that:</p> <ul style="list-style-type: none"> • The UK is part of the continent of Europe and is close to the Atlantic Ocean. • Malvern is in the west and middle of the UK. • Tanzania is part of the continent of Africa and is on the coast of the Indian ocean. • Tanzania is in the East and middle of Africa. • Malvern has a temperate climate and Tanga a tropical climate. • There is growing and farming in both places. • Both places farm sheep and cattle. • Common crops in Malvern are wheat, barley, apples and pears. • Common crops in Tanga are coffee, tea, bananas and plantains. 	<p>I know how to:</p> <p>G1 Location Name and locate Great Malvern, The United Kingdom, Tanga and Tanzania, with reference to the poles, equator and tropics.</p> <p>G2 Direction Describe locations relative to each other using the four points of the compass (N, E, S & W) and use locational and directional language, e.g. "near and far", "left and right", to describe the position and location of Great Malvern, The United Kingdom, Tanga and Tanzania.</p> <p>G3 Geographical Skills & Fieldwork Observe and describe the weather in Malvern, making measurements and recordings.</p> <p>G4 Mapwork Use world maps, atlases and globes to relate Malvern to Tanga, identifying Europe, the United Kingdom and Great Malvern, and the Atlantic Ocean, and Tanga, Africa, and the Indian Ocean.</p> 
Sum	<p>British Castles</p>  <p>Location and position of existing working British Castles. I will know that:</p> <ul style="list-style-type: none"> • The United Kingdom consists of four nations: England Northern Ireland, Scotland and Wales. • Their capital cities are London, Belfast, Edinburgh and Cardiff. • Each city has a historic castle, and London's is the Tower of London. They were used as homes, palaces, forts and jails. • Our nearest castle is Goodrich Castle • Castles are found on high ground, so they can be defended and by waterways, for washing, drinking and catching fish. • Castles are made of local stone and reflect the geology of a place. 	<p>I know how to:</p> <p>G1 Location Name and locate the four capital cities of the United Kingdom and their castles. Locate key castles in England including Windsor and Goodrich.</p> <p>G2 Direction Describe locations relative to each other using the four points of the compass (N, E, S & W) and use locational and directional language, e.g. "near and far", "left and right", to describe the position and location of British castles.</p> <p>G3 Geographical Skills & Fieldwork Observe and describe the weather in Malvern, making measurements and recordings.</p> <p>G4 Mapwork Use atlases and maps to locate and investigate the location of castles, understand their distribution and develop theories about why they were built where they were built.</p> 

Year B

Term **Substantive Knowledge: "I know that" (What we are learning about)**

Aut



Where in the World Have I Slept?
Our location in relation to world geography
This unit is related to "Where in the World Are We?" in Year R, 1 & 2, Year A

I will know that:



- I live in Great Malvern.
- Great Malvern is a town in the country of England.
- I know where I have been which is not Great Malvern.
- England is one of the four nations of the United Kingdom, with Northern Ireland, Scotland and Wales.
- The UK is part of the continent of Europe, alongside Africa, Asia, North America, South America, Oceania and Antarctica.
- The UK borders the Atlantic Ocean which is one of the five oceans with Pacific, Indian, Southern and Arctic.

Spr


Magical Mystery Tour (Location and significance of British Cities, including weather)
Pupils will explore the towns and cities of the UK which gave birth to great pop music and great bands. They will name and locate UK cities in the 4 different countries using maps, exploring the similarities and differences between these places and Great Malvern, including seasonal and regional variations in weather and climate. They will compare human and physical features of rural and urban landscapes, considering their own surrounding as and relating their exploration to their reading in fiction and non-fiction. *This unit is related to "London & New York" and "Whatever the Weather" in Year R, 1 & 2, Year C and anticipates the unit "The United Kingdom" in Year 3, 4 & 5*

I will know that:

- The United Kingdom consists of four nations: England Northern Ireland, Scotland and Wales.
- Their capital cities are London, Belfast, Edinburgh and Cardiff.
- There are other cities in the UK of different sizes, such as Liverpool, Birmingham, Coventry and Manchester which contribute to UK culture.
- The UK has a temperate climate and there are much hotter and much colder places in the earth, naming some.
- Weather changes with the seasons and has a pattern.
- Temperature changes during the day and the night and has a pattern.
- It can be colder or hotter, wetter or drier, depending on where you live in the UK, giving some examples.

Sum



Mapping the Malverns
Pupils will gain an understanding and respect for our beautiful surroundings here on the Malvern Hills, describing, identifying physical features of the hills using aerial photos and Google Earth. They will follow a map to navigate the Malvern Hills, consider its climate in relation to the seasonal and daily patterns in the UK, and identify the difference between villages towns and cities. Pupils will carry out fieldwork, including a questionnaire for visitors to Malvern, and draw a map of their journey to school. This unit anticipates *Transhumance: From Malvern to the Alps* in Year 3, 4 & 5.

I will know that:

- People live in villages, towns and cities and these settlements have different features.
- Worcester is a city, Great Malvern is a town and Wyche is a village.
- People visit Great Malvern for a range of reasons (and can name some).
- The Malvern Hills are an area of Outstanding Natural Beauty and people come from all over the county, country and world to visit them.

Disciplinary Knowledge "I know how to" (What we are learning that geographers do.) [See geography progression of skills for age-appropriate descriptors.]


I will know how to:

G1 Location Name and locate Great Malvern, The UK, the world's seven continents and five oceans and identify the United Kingdom and its countries, including the poles, equator and tropics.

G2 Direction Describe locations relative to each other using the four points of the compass (N, E, S & W) and use locational and directional language, e.g. "near and far", "left and right", to describe the location of features and routes on familiar and unfamiliar maps.

G3 Geographical Skills & Fieldwork Investigate where the class have been on holiday and compare, measure, record and present this data in maps and writing.

G4 Mapwork Use world maps, atlases and globes to identify the United Kingdom and its countries, world's seven continents and five oceans and places we have visited on holiday.



G1 Location Name and locate the world's seven continents and five oceans and identify the United Kingdom and its countries.

G2 Direction Describe locations relative to each other using the four points of the compass (N, E, S & W) and use locational and directional language, e.g. "near and far", "left and right", to describe the location of features and routes on familiar and unfamiliar maps.

G3 Geographical Skills & Fieldwork Navigate the school grounds and buildings, and create their own maps and plans, describing their surroundings and relating them to the maps charts and books they read and share.


G4 Mapwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the world's seven continents and five oceans.

G1 Location Name and locate the world's seven continents and five oceans and identify the United Kingdom and its countries, including Worcester, Great Malvern and Wyche.

G2 Direction Describe locations relative to each other using the four points of the compass (N, E, S & W) and use locational and directional language, e.g. "near and far", "left and right", to describe the location of features and routes on familiar and unfamiliar maps.

G3 Geographical Skills & Fieldwork Devise, conduct, interpret and present a survey of traffic on major roads, and types of business in the city centre.


G4 Mapwork Use maps, charts and aerial photographs to identify and explore key human and physical features of the Malvern hills, creating own maps and plans for others to follow, using a key.



Year C

Term
Substantive Knowledge: "I know that" (What we are learning about)

Aut



Whatever the Weather
 Pupils will explore the difference between weather and climate, describing their immediate environment, locating the UK and Malvern using atlases and maps and will identify and use compass points. They will learn about seasonal and daily weather patterns in the UK and our immediate locality and explore all of this knowledge by engaging in roleplay as local and national weather presenters. *This unit is related to "Magical Mystery Tour" in Year R, 1 & 2, Year B, and anticipates climate and weather work throughout Key Stage 2.*

I will know that:

- The UK has a temperate climate and there are much hotter and much colder places in the earth, naming some.
- Weather changes with the seasons and has a pattern.
- Temperature changes during the day and the night and has a pattern.
- Weather varies in different parts of the UK (high and low ground, north and south, inland and coastal).

Disciplinary Knowledge "I know how to" (What we are learning that geographers do.)
 [See *geography progression of skills* for age-appropriate descriptors.]

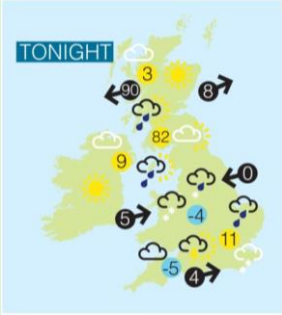
I will know how to:

G1 Location Name and locate the UK, the world's seven continents and five oceans and identify the United Kingdom and its countries, including Great Malvern and the Malvern Hills.

G2 Direction Describe locations relative to each other using the four points of the compass (N, E, S & W) and use locational and directional language, e.g. "near and far", "left and right", to describe the location of features and routes on familiar and unfamiliar maps.

G3 Geographical Skills & Fieldwork Observe, measure, record and present daily variations in local weather, comparing these to normal ranges.

G4 Mapwork Use world maps, atlases and globes to identify the United Kingdom and its countries, world's seven continents and five oceans and places we have visited on holiday, and use UK maps to describe the location, position, direction and duration of weather events.




Spr

London & New York
 Pupils will explore the similarities and differences cities in the USA and UK, further building the concept of cities. They will locate New York and London on world maps and globes, understanding and explaining the difference between a city, a town and a village, relating it to their own locale and the fiction and non-fiction they have read, watched and shared. *This unit is related to the R, 1 & 2 unit "Magical Mystery Tour" anticipates the Year 6 unit "North America".*

I will know that:

- People live in cities, towns and villages.
- These are called settlements.
- London and New York are both big cities.
- There are other cities in North America, such as Boston, Washington (capital) and Los Angeles.
- London is in the South East of the UK and is the UK's capital city.
- New York is in the North East of the United States of America.
- New York has two rivers running through it and
- New York is recognised by landmarks (the Empire State Building, The Statue of Liberty) and so is London (Big Ben's Elizabeth Tower and the London Eye).




I will know how to:

G1 Location Name and locate the London in the UK, and New York in the United States of America, as part of Europe and North America. Locate the Atlantic and Pacific oceans and other North American cities.


G2 Direction Describe locations relative to each other using the four points of the compass (N, E, S & W) and use locational and directional language, e.g. "near and far", "left and right", to describe the location of features and routes on familiar and unfamiliar maps.

G3 Geographical Skills & Fieldwork
 Compare and contrast two regions (London and New York) and use geographical vocabulary to express the similarities and differences between the two places.

G4 Mapwork Use world maps, atlases and globes to identify the United Kingdom and its countries, and North America and its States. Be able to identify cities by their size and symbol and use a key. Use maps of London and New York to explore and discuss their districts and boroughs.



Sum



Around the World with Darwin and Attenborough
 Pupils will name and locate the world's seven continents, five oceans and two hemispheres, in the context of great voyages of exploration, specifically Charles Darwin and David Attenborough's journeys. They will identify seasonal and daily weather patterns in the United Kingdom and the location of cold areas of the world in relation to the North and South Poles. *This unit is related to the R, 1 & 2 units "Where in the World Are We?" and "Where in the World Have We Slept?" and "Malvern & Tanga", and anticipates a number of KS2 units about world Geography, especially Year 6 "Biomes".*

- I know the world has five oceans and seven continents and can name them.
- I know that maps can represent hot and cold regions of the world.
- I know that the hot and cold parts of the world relate to the two poles, the equator and the tropics.
- I will know that Attenborough and Darwin were born in the UK, set sail from and returned to the UK.

I will know how to:

G1 Location Name and locate the world's seven continents and five oceans and identify the United Kingdom and its countries, including the poles, equator and tropics.

G2 Direction Describe locations relative to each other using the four points of the compass (N, E, S & W) and use locational and directional language, e.g. "near and far", "left and right", to describe the location of features and routes on familiar and unfamiliar maps.

G3 Geographical Skills & Fieldwork
 Make and record simple observations, about the location, direction and distance of modern and historical exploration, recording and presenting these findings using geographical vocabulary.

G4 Mapwork Use world maps, atlases and globes to identify world's seven continents and five oceans and relate this to places visited by Charles Darwin and David Attenborough in their many voyages.



Year A

Term **Substantive Knowledge** "I know that".
(What we are learning about)

Aut **Greece (and the UK)** Pupils will name and locate Greece and its bordering countries and seas. They will recognise key human and physical features of Greece and understand why these features make it an attractive holiday location, becoming aware of the importance of tourism to Greece's economy and way of life and creating a tour guide to identify similarities and differences between Greece and the UK.

I will know that:

- Greece is in the continent of Europe, in the perceived west of the globe and Northern hemisphere.
- Greece shares land borders with Albania, North Macedonia, Bulgaria and Turkey and borders the Aegean, Ionian, Mediterranean Seas and the Sea of Crete.
- The key physical features of Greece are: the longest coastline in Europe, rugged mountains, forests, and lakes and composed of thousands of islands.
- The Greek capital city is Athens. Other large settlements include Thessaloniki, Patra, Piraeus and Larisa. Most settlements were founded around the coast, as Greeks historically were seafaring people. It's attractive scenery and weather makes it a popular holiday destination.
- I know that Greece and the UK are both islands, both in Europe and both have a temperate climate, and other similarities.
- I know that Greece and UK speak different languages, have different populations and different weather patterns and other differences.




Disciplinary Knowledge "I know how to"
(What we are learning that historians do?)

G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Europe, Greece, the Aegean, Ionian, Sea of Crete and Mediterranean Sea and Greece's human and physical features.

G2 Direction Use the eight compass points, 2- and 4- figure grid references (co-ordinates), to describe the location of Greece in relation to the UK and rest of the world, and to describe key places within Greece.

G3 Geographical Skills & Fieldwork Compare and contrast Greece and the UK's climate, terrain and population, understanding and describing core differences and similarities and discovering and presenting some independently, in pairs or groups.


G4 Mapwork Draw a sketch map of Greece using symbols and a key. Understand and explain atlas symbols in own maps and relate them to the physical and human characteristics of Greece.



Spr **Rivers (The River Severn)** Pupils will learn how a river forms on high ground and will understand the stages of a river's journey from its source to the sea. They will use maps, atlases and digital computer mapping to name and locate the main rivers of the UK. Pupils will also use fieldwork to sketch a map of the River Severn's journey through Worcestershire and note the relevant human and physical features.

I know that

- Rivers form on high ground at a source, and ends in another body of water, either a lake, a sea, an ocean or another river.
- Rivers drain the land and are fed by rainfall; high rainfall can cause rivers to burst their banks and flood.
- The river's journey from source to sea is split into stages (upper course, middle course and lower course).
- A river can erode and shape landscape over time.
- The longest UK River is the Severn which flows through Worcestershire; key rivers in the UK are the Thames, Teme, Wye and Avon.




I know how to

G1 Location Use maps, atlases, and digital/computer mapping (Google Earth) to locate The UK, Worcestershire, The River Severn (source and mouth), and the Thames, Avon, Teme and Wye.

G2 Direction Use the eight compass points, 2- and 4- figure grid references (co-ordinates), to describe the location of the River Severn and key UK rivers in relation to the UK and rest of the world, and to describe key places relating to the Severn (e.g. source, mouth, Worcester).

G3 Geographical Skills & Fieldwork Observe and record the River Severn at Worcester and interpret and present data in the classroom, relating field observations to the human and physical features learned in class and identifying what we can and cannot see in the field at this location.


G4 Mapwork Use atlases, charts and plans to identify the human and physical features of the river Severn's journey to the sea and draw a sketch map the River Severn's journey through Worcestershire, marking human and physical features.



Sum **Scandinavia (& the UK)** Pupils will learn about the Northern European region of Scandinavia, naming and locating its countries and capital cities and understanding its human and physical features, (rivers, mountains and fjords) weather patterns and climate.

I know that:

- Scandinavia is three countries in the Nordic region of Northern Europe (Norway, - capital Oslo; Sweden – capital Stockholm; and Denmark – capital Copenhagen) and are in the Northern hemisphere in the perceived West of the globe.
- The climate and weather differ in Scandinavia between North and South. Southern Scandinavia has a temperate climate similar to the UK; Northern Scandinavia has a sub-arctic climate with long cold winters, a dark season, heavy snowfall and chances to see The Northern Lights.
- Scandinavia attracts many tourists because of snowy scenery, winter sports and the concept of Hygge – being warm and cosy in the dark, freezing climate.
- Glaciers, fjords, mountains, lakes and waterfalls are the key physical features of Scandinavia.
- Many settlements are built around Fjords and are coastal, as historically Scandinavia was a seafaring region. The three capital cities are all coastal and are all ports.




G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Europe, Scandinavia, Norway, Denmark and Sweden, including their capital cities and physical features.

G2 Direction Use the eight compass points, 2- and 4- figure grid references (co-ordinates), to describe the location of Scandinavia in relation to the UK and rest of the world, and to describe the three countries and their interior features.

G3 Geographical Skills & Fieldwork Compare and contrast Scandinavia and the UK's climate, understanding and describing differences and similarities and discovering and presenting some independently, in pairs or groups. Interpret and draw line graphs and tables based on data related to Scandinavia.


G4 Mapwork Read, interpret, draw and label maps and plans of Scandinavia, marking major cities and ports and indicating learning through map symbols and keys.



Year B

Term **Substantive Knowledge: "I know that" (What we are learning about)**

Aut



The United Kingdom
Pupils will study the UK in-depth, naming and locating regions, counties and cities in the UK and exploring its distinctive geographical characteristics. This unit builds on R, 1 & 2 "Magical Mystery Tour", Whatever the Weather", "castles of the UK" & "London & New York" and complements Year 3,4 & 5's local study of Great Malvern, anticipating Year 6's local study of the Malvern Hills.

I know that:

- The UK is in the northern hemisphere and the perceived west of the world. and part of the continent of Europe. It is bounded by the Irish sea, North Sea and English Channel comprises four nations (England - cap. London; Ireland - cap. Belfast; Scotland - cap. Edinburgh, and Wales - cap. Cardiff) and is sub-divided into counties.
- Settlements in Britain are classed as cities, (London, Birmingham, York, Bath) towns (Alcester, Cheltenham, Great Malvern, St Albans) and villages, (Powick, Callow End, Wyche) depending on size, population and features.

- Counties include Worcestershire in the UK, Powys in Wales, Ulster in N. Ireland and Midlothian in Scotland.
- The UK has a temperate climate and clearly defined seasons. Weather varies from North to South and East to West.
- Physically the UK is mountainous in the north, hilly in the midlands and flat (moors and heath) in the south.
- Human geography sees ports and resorts in the coast which are related to trade and tourism, and preservation of areas of natural beauty in National Parks and AONB, including the Malvern Hills.

Disciplinary Knowledge "I know how to" (What we are learning that geographers do.) [See history progression of skills for age-appropriate descriptors.]


I know how to:

G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Europe, the UK, its 4 nations and capitals, selected counties and physical and human features of the UK, including seas.

G2 Direction Use the eight compass points, 2- and 4- figure grid references (co-ordinates), to describe the relative locations of the 4 UK nations, cities counties and seas.

G3 Geographical Skills & Fieldwork Investigate the human and physical features of the UK, giving reasons for location of human features and variations in physical features, expressing this in writing, visual representation and presentation, basing some on local observations in the field.

G4 Mapwork Use atlases and OS Maps to read, interpret and locate a range of human and physical features and identify them using a key and symbols, including the Malvern Hills, Great Malvern Wyche.



Spr

China, including Volcanoes Pupils will locate the continent of Asia and the country of China and its borders. They will identify the stratified layers of the earth and understand how volcanoes are formed and why they erupt. Children will label the features of a volcano and learn about the Paektu volcano on the Chinese / North Korean border.

I know that:

- China is the most populous country in the world (1.4 billion people) It is in the Northern Hemisphere in the continent of Asia with a coastline on the Yellow, South China and East China seas. Its capital is Beijing and it is divided into provinces.
- China's main trade exports to the UK and elsewhere are tea, rice and soybeans; it is a leading manufacturer of cars, computers and electronics including smartphones.
- The layers of the earth are the inner core, outer core, mantle and crust (split into tectonic plates).
- Volcanoes are formed when one tectonic plate goes under the other, causing a melting of the crust and a build-up of heat. This heat forces itself upwards and breaks out through the crust as a volcano.
- The key features of a volcano are: the magma reservoir, the conduit, the crater, the main vent, the ash cloud and the lava flow and two types of volcanoes are shield and composite.



I know how to:

G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Asia, China, Beijing, the Yellow River and Yangtze river and the Paektu volcano.

G2 Direction Use the eight compass points, 2- and 4- figure grid references (co-ordinates), to describe the relative locations of China, dormant and active volcanoes, and the human and physical features of China.

G3 Geographical Skills & Fieldwork Identify, record and present the similarities and differences between the UK and China in terms of human and physical geography, rooted in local knowledge and field observation (i.e., "there's a lot of cereal farming in the Worcester, but we don't have the climate to grow rice".)

G4 Mapwork with reference to maps, atlases, globes and digital mapping, read, interpret, draw maps and diagrams to mark active and dormant volcanoes and the "Ring of Fire".




Sum

The High Life (Kumaon, India, Himalaya) Pupils will explore the lives of people who live in the Himalayas and will compare the lives of children in Kumaon and the UK. They will locate countries around the Himalayas on maps and locate Kumaon itself. Pupils will learn about the everyday lives of people in Kumaon, comparing to their local area in Malvern.

I know that:

- Like the Alps, The Himalayas are a fold mountain range in Asia (continent) and they span Nepal, China, Pakistan, Bhutan and India (countries). Fold mountains were formed by the collision of tectonic plates.
- The Himalayas contain the world's highest point Mt. Everest, and are nicknamed "the rooftop of the world".
- The Kumaon is a region in northern India in the Himalayan mountain range where people live at very high altitudes (the highest mountain peaks are c. 5500 feet).
- It is mainly boys who go to school, all ages in one room and sitting on the floor. Girls join women in doing cleaning, cooking, washing and other manual jobs.
- Water and firewood need collecting every day, and people go in groups because of leopards.
- Paid work for men means travelling out of the region and seeing their family about twice a year.
- The region is developing, and have few UK luxuries, (no running water, no electricity, clothes washing in rivers and streams with 'rin' soap, no TV or internet, but battery radios – and everyone loves listening to cricket.)
- The staple foods in the Kumaon include lentils, rice and chapattis and that people have a subsistence living: surviving mainly on what they can farm and grow and meaning hunger if crops fail.



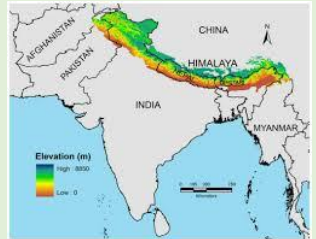
I know how to:

G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Asia, India, New Delhi, The Himalayan mountain range, Kumaon and the nearest towns and cities which provide paid work.

G2 Direction Use the eight compass points, 2- and 4- figure grid references (co-ordinates), to describe the *relative* locations of Kumaon, India and the Himalayas, to each other, to other regions studied, and to the UK and Malvern.

G3 Geographical Skills & Fieldwork Identify, record and present the similarities and differences between the UK and Kumaon, in terms of human and physical geography, local knowledge and field observation (i.e., "When we measured the air temperature in the hills it was 11°C. We were surprised to find out this is typical for Kumaon in May too.")

G4 Mapwork with reference to maps, atlases, globes and digital mapping, read, interpret, draw maps to show relative relief in Malvern and The Himalayas, marking high points and reading and using contour lines.




Year C

Term	Substantive Knowledge: "I know that" (What we are learning about)	Disciplinary Knowledge "I know how to" (What we are learning that geographers do.) [See history progression of skills for age-appropriate descriptors.]
Aut	<p>The Rainforest (Central America) Pupils will use maps, atlases and globes to locate tropical rainforest in Mexico (The Lacandon). Pupils will describe and understand key aspects of physical geography including relevant biomes and vegetation belts and will name the layers of the rainforest, identifying some of the creatures native to this biome.</p> <p>I know that.</p> <ul style="list-style-type: none"> Rainforests are large areas of dense vegetation and varied wildlife which occur in Tropical and Equatorial climates. The rainforest in southern Mexico is Tropical. The Mexican tropical rainforest is in the continent of North America, along the Tropic of Cancer, in the Western and Northern hemispheres. Rainforest is a forest biome, one of the 5 types of biome (aquatic, grassland, forest, desert, and tundra). <ul style="list-style-type: none"> The rainforest has a structure in layers: emergent, canopy, understory, and forest floor and supports 25% of Mexico's wildlife (including red macaws, jaguars, tapir, harpy eagle, howler monkey and swamp crocodile.) I know and can name the reasons for this structure in terms of climate and weather patterns. There are trade links between the Central American Rainforest and the UK through products such as chocolate, coffee and palm oil. I know that exploitation and destruction of rainforests poses a threat to wildlife, local economies and world climate. 	<p>I know how to:</p> <p>G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate North America, Mexico, The Lacandon, and the Tropic of Cancer.</p> <p>G2 Direction Use the eight compass points, 2- and 4- figure grid references (co-ordinates), to describe the <i>relative</i> locations of Mexico and the Lacandon, in relation to the UK and Europe, and to important places and locations within them.</p> <p>G3 Geographical Skills & Fieldwork Identify, record and present the weather and climate of the rainforest, exploring and expressing the reasons for the rainforest biome's characteristic vegetation and wildlife, relating this to the UK's own climate, weather and wildlife.</p> <p>G4 Mapwork with reference to maps, atlases, globes and digital mapping, read, interpret, draw and label maps to show the location of rainforest biomes globally, and the variety of biomes in Mexico.</p> 
Spr	<p>Transhumance: From Malvern to the Alps Pupils will explore the European Alps areas of high relief through the lens of mountain herding and naming and locating key hill sheep farming regions in the UK and Southern Europe, including North Wales, Cumbria and parts of the European Alps. Pupils will use atlases, maps, grid references and compass points to locate, compare and contrast these areas, considering the physical and human features which impact on sheep farming. This unit builds on "Mapping the Malverns" in Year R, 1 & 2.</p> <ul style="list-style-type: none"> Like the Himalayas, the Alps are a <u>fold</u> mountain range. Covering several countries in central Europe they reach from the Mediterranean to the Adriatic Sea. I know fold mountains were formed by the collision of tectonic plates. The highest mountain in the Alps is Mont Blanc at 4,808 metres (15,774 ft) The Alps are almost treeless near the top, but forests grow below. They have a <u>temperate</u> climate. Farming reflects herding livestock who have adapted to living at higher altitude and is centred around dairy farming: cow, goat and sheep herding and grazing in mountain pasture, the herder moving with the herd throughout the year. Alpine countries produce and export excellent milk and cheese, such as Gouda, Gorgonzola and Emmental). The countries containing the Alps are <u>Monaco</u>, <u>Italy</u>, <u>Switzerland</u>, <u>Slovenia</u>, <u>France</u>, <u>Austria</u>, and <u>Germany</u>, (MISS FLAG). The Alps, like the Malverns are a centre for tourism and outdoor activities, walking, cycling and running in the Malverns, and walking, cycling, rock-and-mountain climbing and ski-ing in the alps. Hill farming is common in the UK in hilly and mountainous regions but is largely restricted to sheep. 	<p>I know how to:</p> <p>G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the Alps and understand / express that it is located over seven different European countries and is in the middle of Southern Europe.</p> <p>G2 Direction Use the eight compass points, 2- and 4- figure grid references (co-ordinates), to describe the <i>relative</i> location of the alps and its constituent countries and main features (Mont Blanc) in relation to the UK and Europe, and to each other.</p> <p>G3 Geographical Skills & Fieldwork Use local knowledge and fieldwork to contrast sheep farming in the UK (incl. Worcestershire) with herding in Alpine countries, finding similarities and differences and giving reasons using geographical vocabulary.</p> <p>G4 Mapwork with reference to maps, atlases, globes and digital mapping, read, interpret, draw and label maps to showing the location of the Alps, the constituent countries, areas of livestock herding and movement and key mountains.</p> 
Sum	<p>Great Malvern (Local Study - Urban) Pupils will revisit and deepen prior learning about the Geography of our local area, exploring the urban land use of Great Malvern and finding accurate locations using compass points, grid references and ordnance survey maps. They will draw accurate plans of the town and understand its economy and urban land use.</p> <ul style="list-style-type: none"> Great Malvern is a <u>town</u> in the county of Worcestershire, in the region of West Midlands, in the nation of England, one of the four nations of the country of the United Kingdom. Its closest <u>city</u> is Worcester. Malvern's main industries include agriculture, tourism and scientific research and manufacturing. <ul style="list-style-type: none"> Malvern is a designated conservation area, being of historical interest and having the Malvern Hills AONB. Malvern is described as having a "visitor economy", with its private school, priory, AONB, rich history and agricultural shows all attracting visitors. The town centre comprises two main streets at right angles to each other: the steep Church Street and the relatively flat Bellevue Terrace. The special and varied shops of Bellevue terrace also attract many visitors. 	<p>I know how to:</p> <p>G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the UK, England, West Midlands, Worcestershire, Great Malvern. Locate specific features of human geographical interest on large scale maps and plans including OS with reference to symbols and labelling.</p> <p>G2 Direction Use the eight compass points, 2- and 4- figure grid references (co-ordinates), to describe the <i>relative</i> location of the Great Malvern and its points of Human Geographical interest, in and of themselves and in relation to each other.</p> <p>G3 Geographical Skills & Fieldwork Devise, conduct, interpret and present a survey of visitors to Malvern Town Centre, analysing and interpreting the data relevant to the time of day and the time of year. Observe and map the range of businesses and land use in the town centre, presenting these with interpretations based on wider study.</p> <p>G4 Mapwork with reference to atlases, maps, globes and digital mapping, read, interpret, draw and label maps which show the land use of Great Malvern and the distance travelled by visitors who contributed to the survey.</p> 

	Year A	Year B	Year C
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Term	Substantive Knowledge: "I know that" (<i>What we are learning about</i>)	Disciplinary Knowledge (<i>What we are learning that geographers do.</i>)
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Aut



North America (& the UK)
 Pupils will name and locate the major physical and human features of North America, accurately mapping its climate zones and describing the location of Texas within North America and the World.
This unit builds on London & New York in KS1


I will know

- North America is one of the seven continents and is comprised of three countries: Canada, USA, Mexico.
- North America has sea borders with three of the five oceans: The Pacific Ocean on the west coast, Atlantic Ocean off the east coast and the Arctic Ocean (via a number of small seas) to the North. The Caribbean Sea is situated to the south.

Ocean on the west coast, Atlantic Ocean off the east coast and the Arctic Ocean (via a number of small seas) to the North. The Caribbean Sea is situated to the south.

- The three capitals are Toronto, Washington DC and Mexico City, and the United States has a large number of significant cities including New York and Los Angeles.
- The USA is divided into fifty states, including Alaska in the Arctic Circle and Hawaii in the middle of the Pacific Ocean.
- Texas is a state in USA and its state capital is Dallas. Texas is in American's south and is very large, bigger than the United Kingdom and is famous for mining and exporting oil and petroleum, beef and dairy and electronics.
- North America is so large it ranges from an Arctic Climate in the North to A Tropical Climate in the South. The USA is such a large country it has different time zones. People most common travel across the country by aeroplane.

Disciplinary Knowledge (*What we are learning that geographers do.*)



G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate and describe North America, the Pacific, Atlantic and Arctic oceans, Canada, The USA and Mexico, Texas, Dallas and other key features studied.


G2 Direction Use 2, 4 & 6- figure references, formal symbols and keys (including OS and Atlas symbols), latitude and longitude to describe and label the geography North Americas, expressing the relationship of countries oceans and cities to *each other* and in relation to other regions studied including the UK.

G3 Geographical Skills & Fieldwork Describe the main features of North America in general and the USA in specific, relating this to prior observations in the UK and experiential knowledge, expressing this knowledge in layered, annotated maps.

G4 Mapwork Develop thematic maps of North America which show overlapping climate zones and time zones developing own symbols and keys and using atlas symbols for key features such as cities and mountains, using Atlases, thematic maps and GIS as resources. Sketch and complete a detailed plan of the campsite at Oaker Wood.

Spr

Biomes (and world mapping)
 Pupils will learn to name and locate six major global biomes (deserts, tundra, taiga, grassland, temperate forest and rainforest), and deepen prior learning by describing the environmental and climatic conditions characterising the desert biome including both equatorial and polar desert regions.
This unit builds on Rainforests, Scandinavia, Greece, The UK and in Year 3, 4 & 5.



I know that:

- The earth is demarcated by geographers into lines of longitude (north-south) and latitude (east-west), and is further demarcated with two circles (Arctic and Antarctic), two hemispheres, two tropics and an equator.
- The World has time zones which reflect where people set their clocks. The Prime Meridian at Greenwich is 0° longitude and is the point from which we set world time.
- A biome describes a combination of landscape, climate and weather and the life it supports.
- The Earth has six major biomes: desert, tundra, taiga, grassland, temperate forest, rainforest.
- I know physical geography of biomes dictates the wildlife and human occupation of biomes.

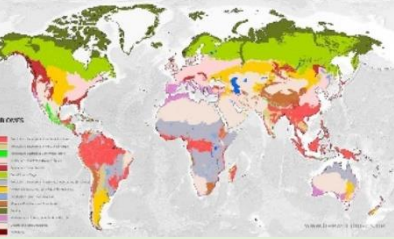
I will know how to:

G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate and describe major biomes of the earth with reference to their continents and oceans, and identify poles, circles, tropics, hemispheres and equator.


G2 Direction Use 2, 4 & 6- figure references, formal symbols and keys (including OS and Atlas symbols), latitude and longitude to describe and label the specific location of different biomes, and their relationship to each other, other regions studied and the UK.

G3 Geographical Skills & Fieldwork Compare and contrast the human and physical issues of the six biomes, relating this to the UK as a temperate forest biome, with relevance to prior experiential knowledge. Compare and contrast, climate, variations in weather and seasons.

G4 Mapwork Develop thematic maps of world biomes, including all geographical demarcations studied, developing own keys and symbols using atlases, thematic maps and GIS as resources.



Sum



Malvern and Worcestershire (Local Study - Rural)
 Pupils will study the geology and formation of the Malvern Hills and complete a field trip with onsite study, climbing to Worcestershire Beacon.
This unit builds on "Mapping the Malverns" in Year B of R, 1 & 2 and Local Study (Urban) in Year 3, 4 & 5.

I will know:

- The Malvern Hills are about 700 Million Years old and the rocks in the hills are some of the oldest rocks in the UK, formed in the remote Precambrian era, way before human prehistory, as a result the hills are both an AONB and an SSSI (site of specific scientific interest).
- The geology of the hills themselves is a mixture of igneous rocks (including granite, made from molten rock) and metamorphic rock (changed by heat and pressure, including gneiss). The valleys and commons below and between the hills have sedimentary rocks.
- The hills were formed by one tectonic plate passing under another and south of British camp was once a volcanic ring which erupted, hence the rock types.
- Rainwater trickles through the granite and limestone in the hills and comes out as springs and wells, giving rise to Malvern Spring, which is one of Malvern's famous exports.
- Worcestershire Beacon is the highest point in Worcestershire (425m above sea level).
- The hills are about 14km from end to end, running from Great Malvern in Worcestershire to Colwall in Herefordshire.
- The Hills are a large part of Worcestershire and Malverns visitor economy as people travel from all over the country to walk, run, cycle, climb and parasend off the hills.

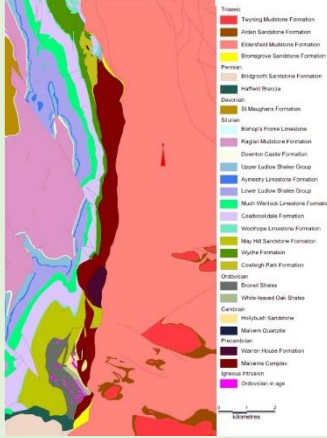
I will know how to:

G1 Location Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate and describe the Malvern hills, their north and southern extremities, individual hills by name, Worcestershire beacon, and geological foundations.

G2 Direction Use 2, 4 & 6- figure references, formal symbols and keys (including OS and Atlas symbols), latitude and longitude to describe and label the specific location of the aspects of the Malvern Hills studied, especially in relation to other areas studied. E.g. "Sugarloaf Hill is North northeast of Worcestershire Beacon, but lower in altitude by 57 meters."

G3 Geographical Skills & Fieldwork Compare and contrast the different Malvern Hills, their relative altitudes and positions. Conduct fieldwork on the Malvern Hills exploring the geological evidence of the Hills formations, collecting samples and construction graphs and charts for use in presentation.

G4 Mapwork Develop own detailed and accurate maps of the hills based on OS and large-scale sources showing routes taken, key human and physical features and geological information, with a key.



3 Pedagogy: Learning & Teaching Geography



3.1 Geography will be taught as a discrete subject, expressing the National Curriculum's aims and programmes of study in termly themed planning. We will teach and assess the curriculum mapped above (2 Curriculum) and the progression of specifically historical behaviours outlined below (4 Assessment). Geography learning will be recorded in its own geography exercise book. High quality resources and displays will enrich the experience.

3.2 In addition to being taught as a discrete subject, geography will form part of a rich, cross-curricular curriculum, and other subject disciplines will be strategically used to deepen understanding and widen the context of the subject, for example by making 3-D rainforest dioramas or by learning about the human prehistory of Worcestershire Beacon in History as we understand its geological development in Geography.

3.3 Above all, our pedagogical approach to geography will, answering the question "what do we know about this place, and how do we know it?" This question will help us to explore the key concepts of location & place, and the interplay of physical and human features and their impact.

3.4 Children will explore their surroundings and the wider world through, where appropriate, fieldwork, educational visits, research, analysis, debate, creative responses, roleplay and drama. By knowing their own locale in increasing depth, they

will better understand the specific human and physical characteristics of key parts of the world and the processes and resources which shape them to ensure a sound and lasting geography education. They will also develop a growing sense of their own place in the world by considering their relationship to the environment and their role in sustainability and by using a broad range of maps, charts and subject specific vocabulary to gain an idea of proportion, distance and change.

4 Assessment





Assessment in geography will establish the extent to which children are gaining and retaining geographical substantive knowledge, and are developing and deepening geographical disciplinary skills including fieldwork. This will be done through a range of techniques in line with our assessment policy, but which will include most, but not all of:

- Entry quizzes and assessment tasks.
- Exit quizzes and assessment tasks.
- Questioning in lessons, individual, group and class.
- Marking ongoing geography recording.
- Observing fieldwork and marking children's evaluations of practical geography.
- Assessment of related content in other subject domains (e.g. geographical accuracy of working model volcanoes in D&T).
- Observation of role-play, drama, debates and presentations.

Judgements will be made as a secure fit, and records kept of pupils who are working **below**, **at** or **above** their chronological year.



 Malvern Wyche C of E Primary School Geography Knowledge Progression (fieldwork & skills)

	EYFS	KS1 National Curriculum		KS2 National Curriculum			
	Reception, Year 1 & 2			Year 3, 4 & 5			Year 6
	R	1	2	3	4	5	6
	<i>In an enabling environment</i>	<i>With support</i>	<i>Competently</i>	<i>With support</i>	<i>Competently</i>	<i>Reliably</i>	<i>Confidently</i>
G1 Location 	Describe their immediate surrounds (classroom, playground) using age-appropriate positional and locational language [here, there, under, in, etc.]	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied.		Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate and describe countries and features studied.	Use <i>and occasionally select</i> maps, atlases, globes and digital/computer mapping (Google Earth) to locate and describe countries and features studied.	<i>Select and use</i> maps, atlases, globes and digital/computer mapping (Google Earth) to locate and describe countries and features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate and describe countries and features studied.
G2 Direction 	Describe their immediate environment during child- and adult initiated learning, using age-appropriate directional language [over there, over here, forward, back etc.]	Use the 4 simple compass directions. Use locational and directional language, e.g. “near and far”, “left and right”, to describe the location of features and routes on familiar and unfamiliar maps.		Use the eight compass points, 2- and 4- figure grid references (co-ordinates), map symbols and keys (including the use of OS maps) to describe, label and build knowledge of the United Kingdom and areas of the wider world studied, in their own right and in relation to the UK.			Use 6- figure references, formal symbols and keys (including OS and Atlas symbols), latitude and longitude to describe and label the geography of the United Kingdom and its development over time, as well as with areas of the wider world studied in their own right, and in relation to the UK.
G3 Geographical Skills & Fieldwork 	Describe their immediate environment using knowledge from observation, and discussion. [‘the ground is soft’, ‘the grass is wet’, ‘the leaves have gone yellow’, ‘the steps are high’, etc.]	Make and record simple observations, including in the field, discussing these observations and referring to recording when studying the geography of their school, its grounds and the key human and physical features of its immediate surroundings.		Follow a simple, teacher-led line of enquiry to investigate the human & physical features of the local area and further afield, using a <i>wide</i> range of methods to, observe, measure and record, analysing, evaluating and presenting data using sketch maps, plans, graphs, and digital technologies.			Use a range of methods to observe, measure and record the human & physical features of the local area and further afield, analysing, evaluating and presenting data using sketch maps, plans, graphs, and digital technologies (including GIS).
G4 Mapwork 	Explore pictures, charts and where appropriate, maps to explain some similarities and differences between life in this in other countries. Explore spatial relationships in the real world with mark-making, malleable and construction materials.	Draw maps of a real & imaginary places, devising a simple map. Use and construct basic symbols in a key, including contour lines. Use a simple picture map to navigate around school. Begin to use, and to understand the need for key, using class-agreed symbols.		Develop maps of routes and draw thematic maps based on own data. Draw a sketch map using symbols and a key. Recognise and use OS symbols. Compare a map with an aerial photograph. Understand and explain atlas symbols in own maps. Draw a range of plans of increasing complexity. Understand, interpret and use contour lines to contextualise the Malvern Hills with other areas studied.			

By the end of...	Progress Statement	The Wyche Way practical (disciplinary) knowledge descriptor for geography. (pupils are successful when, by the end of the year ...)
Reception	In an enabling environment	<ul style="list-style-type: none"> • Pupils develop skills, abilities and emergent awareness through formal and informal early learning. • Pupils explore the world around them developing skills and abilities through trial and error. • There are high levels of adult- and peer- interaction and exploratory and experiential learning.
Year 1	With Support	<ul style="list-style-type: none"> • Pupils will demonstrate <i>many</i> of the end of Key Stage 1 geography skills and processes <i>with support</i> from adults. • They make many mistakes and are supported to recognise them and learn from them. • They need repetition, re-iteration and reminders to achieve reliable results.
Year 2	Competently	<ul style="list-style-type: none"> • Pupils will <i>use & apply</i> end of KS1 geography skills and processes with <i>minimal support</i>. • They make mistakes and are beginning to accept feedback and self-correct with support.
Year 3	With Support	<ul style="list-style-type: none"> • Pupils demonstrate <i>some</i> KS1 & 2 geography skills and processes with frequent support and supervision. • They make frequent mistakes and are beginning to accept and respond to feedback.
Year 4	Competently	<ul style="list-style-type: none"> • Pupils demonstrate <i>many</i> KS1 & 2 geography skills and processes with occasional support and reminders. • They are beginning to learn from their mistakes and accept and respond to feedback.
Year 5	Reliably	<ul style="list-style-type: none"> • Pupils demonstrate <i>most</i> KS1 & 2 geography skills and processes with <i>occasional</i> support and supervision. • They achieve mostly reliable results and self-correct, frequently learning from mistakes. • They begin to instruct and advise others with adult oversight.
Year 6	Confidently	<ul style="list-style-type: none"> • Pupils demonstrate <i>all</i> primary geography skills and processes with minimal support and supervision. • They achieve consistent and predictable results, recognising and valuing their mistakes. • They are confident to instruct and advise others.

5 Geography Glossary

Locational Knowledge allows pupils to find, know and describe where places are. It essentially is concerned with the address and directions of a place.

Location knowledge might be shown using compass points, grid references or directional language. It might be simple ("Malvern is in the UK"), or sophisticated ("Brazil is in the southern hemisphere, in South America within the Tropic of Capricorn"). It may include altitude (Worcestershire beacon is 452m above sea level). Location will often be relative to other locations ("London is south east of Liverpool but north east of the Isle of Wight"). Locational knowledge can also be children's awareness of significant relationships between places. ("France borders Spain"; "Australia and the UK are on opposite sides of the globe."). Children's ability to "locate" will overlap with knowledge, understanding and skill with maps, charts, atlases and globes. The ability to describe location will depend on their grasp of geographical vocabulary and concepts.

Place Knowledge allows pupils describe what places are like, and in addition, to compare and contrast the characteristics of different places.

Place knowledge may be from research or field observation. For example, "Great Malvern is a small town on the edge of the Malvern Hills," or "China has a population of 1.4 billion people and is approximately 9.5 million km squared". Place knowledge may be about physical or human geography, and may combine the two ("there are towns and cities all along the River Severn because they were built near a supply of fresh water for drinking, washing and food".) Place knowledge may be specific ("Canada has a population of about 33 million people") or comparative ("Canada is almost four times bigger than the UK, but has half its population".)

Children's ability to describe and compare places will depend on growing and deepening understanding of geographical vocabulary and concepts. Visits and fieldwork will be important for children to observe first-hand the features and characteristics they are reading and learning about and build a wealth of understanding about the UK with which to make sound and accurate comparisons with other places.

Human Geography is the study of the features of the world which are the result of human activity, and of how and why humans live on this planet. Human geography concerns any changes humans make to landscape, (such as mining, farming or de-forestation) and the impact of this, their habitations, (such as cities, towns and villages) population growth, decline or movement (like migration), or political aspects (like the borders and capitals of countries, which territory belongs to who and who is in charge). Human geography may impact on physical geography (for example climate change or acid rainfall). Physical processes and phenomena also influence human behaviour and movement.

Physical Geography

Physical geography is understanding and describing the natural processes which result in the landscape looking and behaving the way it does. It includes weather and climate, (variations in temperature between the Sahara and the Arctic) the formation of natural features (rivers, volcanoes and mountain ranges) and naturally occurring changes (changing seasons, the erosion of beaches by tides and the weathering of rock.) Physical geography can relate to human geography (for example, "there is sheep farming on Welsh hills because it is too cold and wet to grow crops", or "there are vineyards in the south of France because of the climate - it is reliably warm").

Geographical Skills are used by pupils as they ask and answer questions in the geography curriculum and include:

- **Map skills:** read, use and interpret maps, globes and atlases as well as aerial photography, satellite imagery and digital mapping, and the skills to construct their own plans and maps.
- **Graph and chart skills:** read and interpret graphs and charts of geographical data, describe, analyse and draw conclusions from them and construct their own simple graphs and charts.
- **Enquiry skills:** engage with and answer geographical questions by recording, representing, interpreting and analysing geographical data, then presenting conclusions and raising further relevant questions.

Fieldwork skills are specific techniques for data collection *in the field* (i.e. outside the classroom, at the site being studied), including observation, measurement, sampling, counting, estimating, photography, sketching, recording and interviewing.