



Geography Curriculum Statements and Progression Document 2023 - 24

Understanding our physical world and the impact of human actions in Geography today allows us to ensure the Earth's sustainability tomorrow.

Curriculum Intent:

Through the Geography curriculum at Langley Fitzurse Primary School, we intend to engage and nurture our children's lifelong fascination, curiosity and interest in their surroundings, and in the variety of human and physical conditions on the Earth's surface that will remain with them for the rest of their lives. We aim to enable our children to develop a real sense of identity and belonging through learning about their local area, the UK, Europe and other parts of the world. To help children understand how the human and physical features of a place shapes its location and can change over time. To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.

Our aim is that this feeling of identity will, in turn, develop the pupils' self-confidence. Our curriculum aims to develop our children's knowledge of other cultures and, in so doing, teach them to have a respect and understanding of what it means to be a positive citizen in a multi-cultural country. In addition, we want our children to build up their knowledge and understanding of sustainability and environmental issues at a local, regional and global scale so they gain a sense of responsibility for the care of their environment, the Earth and its people.



Curriculum Implementation:

We deliver our curriculum in order to progressively develop the children's geographical knowledge, skills and vocabulary and through fieldwork, their enquiry, analytical and critical thinking skills.

In our Reception class, Geography is incorporated into the six Early Years Foundation Stage areas of learning particularly in the area of 'Knowledge and Understanding of the World', namely - People, Communities and The Natural World. Children have the opportunity, through practical experiences and our weekly field and forest sessions to investigate, observe, identify and find out about features in their environment and locality, places they visit, cultures and beliefs and the natural world around them. They are encouraged to extend and develop their geographical vocabulary by using appropriate names for features observed and express opinions about what they see.

Through Key Stage 1 and Key Stage 2, the Geography Curriculum is based on the 2014 National Curriculum Geography scheme. The purpose of this scheme is for children to gain contextual world knowledge of locations, places and geographical features; understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space; competence in geographical enquiry, the application of skill in observing, collecting, analysing, mapping and communicating geographical information

In both Key Stages, children investigate places (locational and place knowledge), patterns (human and physical geography) and communicate geographically (geographical skills and fieldwork). In Key Stage 1 the children take part in weekly field and forest sessions where they build upon the location and place knowledge gained in reception. As the children move through the school there is a progressive development of geographical concepts, knowledge and skills. They extend, deepen and broaden their knowledge and understanding from the familiar and concrete to the unfamiliar and abstract.

Geography is taught as a topic and children are immersed in it in a variety of cross curricular ways. . It is taught through a range of teaching methods to accommodate children's different learning styles. We encourage children to ask as well as answer geographical questions to draw them into geography, in ways which relate to their understanding and which they find



meaningful. Children's' work might be in the form of written work, maps, data collection, presentations, PowerPoints, Video clips or drama. Fieldwork is integral to our teaching and teachers take full advantage of our beautiful locality in the Wiltshire countryside. We include as many opportunities as we can to involve children in practical geographical research and enquiry. All children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site and beyond. Our Reception and Key Stage 1 children take part in weekly field and forest sessions where they have further opportunities to carry out child lead investigations in the local area. In Key Stage 1 and 2 learning is supported through the use of knowledge organisers that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre teaching and to support learning at home.

Curriculum Impact:

Through our geography curriculum, by the time that children leave Langley Fitzurse Primary School, they will have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news that they can take onto their future learning journey and perhaps, any future employment. Our children will understand, in some detail, what a number of places are like, how and why they are similar and different, and how and why they are changing. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

They will show some understanding of the links between places, people and environments. Our children will have the skills and knowledge to be able to carry out investigations using a range of geographical questions and sources of information. Children's' work might be in the form of written work, maps, data collection, presentations, PowerPoints, Video clips or drama They will be confident to express and explain their opinions and understand why others may have different points of view.



Geography Curriculum Coverage Year A 2024-2025

	Autumn Term	Spring Term	Summer Term
EYFS	<p>Understanding the world: People and Communities & The Natural World (Where I Live - My Community and Family Draw information from a simple map)</p>	<p>Understanding the world: People and Communities & The Natural World (Recognise some similarities and differences between their village Kington Langley, this country and other countries - Antarctica and UK)</p>	<p>Understanding the world: People and Communities & The Natural World (Understand the effect of Seasonal changes - explore the natural world around them)</p>
Key Stage 1		<p>Locational Knowledge (UK and our Local area)</p> <p>Place Knowledge and Geographical Skills (Using maps with local knowledge) (contrasting similarities and differences between UK and Antartica)</p>	<p>Place Knowledge and Geographical Skills (Explain similarities and differences (food grown in different countries and talk about transportation rivers to land)</p>
Lower Key Stage 2	<p>Geographical Skills and Fieldwork Local Area</p>	<p>Locational Knowledge and Physical Geography</p>	<p>Locational Knowledge and Physical Geography Water, Water everywhere</p>



		(Extreme Earth Mountains, Volcanoes and Earthquakes)	
Upper Key Stage 2	Geographical Skills and Fieldwork Local Area	Locational Knowledge and Physical Geography (Extreme Earth Mountains, Volcanoes and Earthquakes)	Locational Knowledge and Physical Geography Water, Water everywhere



Geography Curriculum Coverage (Year B) 2025-2026

	Autumn Term	Spring Term	Summer Term
EYFS	<p>Understanding the world: People and Communities & The Natural World</p> <p>(Where I Live)</p>	<p>Understanding the world: People and Communities & The Natural World</p> <p>(Poles, Oceans & Islands)</p>	<p>Understanding the world: People and Communities & The Natural World</p> <p>(Food grown around the world)</p>
Key Stage 1	<p>Place Knowledge and Physical Geography</p> <p>(Poles, Oceans & Islands)</p>	<p>Place Knowledge and Physical Geography</p> <p>(Africa and the UK)</p>	<p>Human and Physical Geography</p> <p>(Describe their Immediate environment using different sources including maps - bio surveys and mapping)</p>
Lower Key Stage 2	<p>Geographical Skills and Fieldwork</p> <p>Local Area</p>	<p>Place Knowledge and Human Geography</p> <p>(Compare and contrast UK/America/ Europe)</p>	<p>Place Knowledge and Physical Geography</p> <p>(Map Reading and Fieldwork) (The Americas)</p>



Upper Key Stage 2	Geographical Skills and Fieldwork Local Area	Place Knowledge and Human Geography (Compare and contrast UK/America/ Europe)	Place Knowledge and Physical Geography (Map Reading and Fieldwork) (The Americas)
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Geography Curriculum Coverage (Year C) 2026-2027

	Autumn Term	Spring Term	Summer Term
EYFS	Understanding the world: People and Communities & The Natural World (Where I Live - My Community and Family Draw information from a simple map)	Understanding the world: People and Communities & The Natural World (Recognise some similarities and differences between their village Kington Langley, this country and other countries - Antarctica and UK)	Understanding the world: People and Communities & The Natural World (Understand the effect of Seasonal changes - explore the natural world around them)
Key Stage 1		Locational Knowledge (UK and our Local area) Place Knowledge and Geographical Skills (Using maps with local knowledge) (contrasting similarities and differences between UK and Antartica)	Place Knowledge and Geographical Skills (Explain similarities and differences (food grown in different countries and talk about transportation rivers to land)



<p>Lower Key Stage 2</p>		<p>Locational Knowledge and Physical Geography (settlements, trade, transport) Geographical Skills and Fieldwork Local Area</p>	<p>Place Knowledge and Physical Geography Europe</p>
<p>Upper Key Stage 2</p>		<p>Locational Knowledge and Physical Geography (settlements, trade, transport) Geographical Skills and Fieldwork Local Area</p>	<p>Place Knowledge and Physical Geography Europe</p>



Geography Curriculum Coverage (Year D) 2023-2024

	Autumn Term	Spring Term	Summer Term
EYFS	Understanding the world: People and Communities & The Natural World (Where I Live)	Understanding the world: People and Communities & The Natural World (Poles, Oceans & Islands)	Understanding the world: People and Communities & The Natural World (Food grown around the world)
Key Stage 1	Place Knowledge and Physical Geography (Poles, Oceans & Islands)	Place Knowledge and Physical Geography (Africa and the UK)	Human and Physical Geography (Describe their Immediate environment using different sources including maps - bio surveys and mapping)
Lower Key Stage 2		Geographical Skills and Fieldwork Local Area Location Knowledge and Human Geography (Extreme Survivors - Climates/Biomes/Vegetation Belts (Rainforests, Deserts, etc))	Geographical Skills and Fieldwork (Going places - study of the UK)
Upper Key Stage 2		Geographical Skills and Fieldwork Local Area	Geographical Skills and Fieldwork (Going places - study of the UK)



		<p>Location Knowledge and Human Geography (Extreme Survivors - Climates/Biomes/Vegetation Belts (Rainforests, Deserts, etc))</p>	
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Geography Progression Map

The below table demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography. The most relevant statements for geography are taken from the following areas of learning: Mathematics and Understanding the World.

Geography		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," - with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.



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ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <p>Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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</p> <p>Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features:</p>	<p>Pupils should be taught to:</p> <p>Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>



Langley Fitzurse Primary School Geography Statements

including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 2

Geography - key stages 1 and 2 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. uUse 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.

Human and physical geography:

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

Geographical skills and fieldwork:

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



The following statements demonstrate the progression of geographical skills and concepts from (EYFS) Year 1 to Year 6

EYFS	
Level Expected at the end of EYFS	
<p>Understanding the World (People and Communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>

Year 1/2	
Locational Knowledge	Place Knowledge
<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge</p>	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of</p>



<p>about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>
<p>Human and Physical Geography</p>	<p>Geographical Skills and Fieldwork</p>
<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas 	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum</p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use world maps, atlases and globes to identify the



of the world in relation to the Equator and the North and South Poles;

- b 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;

use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

countries, continents and oceans studied at this key stage;

- b use simple compass directions and locational and directional to describe the location of features and routes on a map;
- c devise a simple map; and use and construct basic symbols in a key;
- d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;

use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.



Year 3/4	
Locational Knowledge	Place Knowledge
<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places - both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;



<p>Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>c 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;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>
<p>Human and Physical Geography</p>	<p>Geographical Skills and Fieldwork</p>
<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum</p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical</p>	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum</p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial</p>



<p>features have formed, why they are significant and how they can change.</p> <p>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none">a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;b human geography, including: types of settlement and land use; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none">a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>
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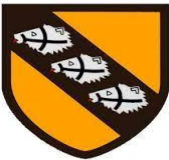
Year 5/6	
Locational Knowledge	Place Knowledge
<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places - both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <p>a use maps to locate the world's countries with a focus</p>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children can:</p> <p>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p>



<p>on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>
<p>Human and Physical Geography</p>	<p>Geographical Skills and Fieldwork</p>
<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum</p>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>KS2 Geography National Curriculum</p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can</p>



<p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none">a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;b 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; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain,</p>	<p>explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none">a use maps, atlases, globes and digital/computer mapping to locate countries and describe features;b 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;c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
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Langley Fitzurse Primary School *Geography Statements*

plateau mountain, tourism, positive, negative, economic, social, environmental.	
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