

How we teach Geography at Belmont School 2022/23

Intent:

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Harrow and London so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We are also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Good fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Implementation:

Teachers use specific INSET days and afterschool CPD sessions in addition to their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons;
- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Appropriate curriculum themed home learning tasks which children complete with adults at home;

Impact:

Our Geography Curriculum is of a good quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning;
- Development of prior learning quizzes to help secure learning and help secure it to enable quicker recall;
- Development of 'Cold and hot tasks' to illicit pupils understanding of how they can use skills learnt in a wider context.

Geography Progression Map 2021-22

	Vocabulary	Knowledge	Skills
Nursery	Land, sea, Harrow Weald, home, Season, weather, school, tree, grass, playground, road, walls,	Know that they live in Harrow. Make simple observations about local environment.	Real world play. Notice changes in weather. Discuss changes in nursery environment. Care for the environment. Recognise/ identify different shops in photos of Harrow Weald
Reception	House, Spring, Summer, Autumn, Winter, Beach, Temperature, journey, from, to, hot, cold, wet, snow, dry, sunshine, on, in, under, next to, today, tomorrow, yesterday, Land, Sea, Ocean, River	Know that weather and seasons change. Understand they have a journey from home to school. Understand that some things can change while others stay the same. Notice that different countries and cultures have different ways of dressing.	Compare reception environment to nursery. Take pictures of their environment. Mark make to show location of areas in classroom. Draw a simple map of the outdoor area. Use descriptive vocabulary to talk about some of the features of where they live. Talk about some of the things they have observed, such as plants, animals, natural and found objects. Compare clothes from other cultures. Use simple directional vocabulary, on, under, in. Ask questions about their familiar world.
Stargazers	Forest school, road, safety, crossing, home, school, Church, Mosque, Temple, Gurdwara, car, outside, inside, walking, journey, from, to, go, bus, car, train, bike, plane, where, toilet, therapy room, reading area, soft play, sensory room, work area.	Know they have a home and a school, possibly also a place of worship. Know where the toilet is. Know different types of transport. Road awareness. Understand a pattern is something that is recurring.	Link to EHCP. Skills for independent living. Road crossing skills. Recognise if a journey (walking from A to B) is slow/fast/short/long. Look at similarities and differences. Look at patterns and changes.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What pupils will need to know by the end of the year:	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the countries and capital cities of the UK.</p> <p>Know the local area of Harrow Weald.</p> <p>Use different maps to find land and sea mass.</p> <p>How to use simple directional language.</p> <p>Record information using sketches and labelled drawings.</p>	<p>To locate Northern Europe and identify some of the countries.</p> <p>To know where Harrow is on a map of the UK.</p> <p>To know what is the British Isles are.</p> <p>Use simple compass directions using the 4 points of a compass.</p> <p>Understand key physical features of an area.</p> <p>Record information using plans, maps and writing.</p> <p>Understand similarities and differences between the local area and a contrasting locality.</p>	<p>To understand a rivers' importance and locate major rivers in some continents.</p> <p>Name and locate countries, especially Egypt, UK and locations of major rivers.</p> <p>To study the West of England, recognise changes, impacts of tourism and erosion.</p> <p>To begin to read maps, use the 8 points on a compass, read symbols and begin to understand grid references.</p> <p>Understand differences in human and physical geography.</p>	<p>Name and locate China and some surrounding countries, South America including; Peru, Chile and specific areas of England.</p> <p>Compare mountainous areas.</p> <p>Understand how land use can change and the impacts of deforestation.</p> <p>Understand trade links.</p> <p>Know key physical and human geography of areas studied.</p> <p>Understand why a country's place in the world effects the weather.</p> <p>Understand geographical tools such as globes and maps, including; scale and grid references.</p>	<p>Name some natural disasters and locate countries where they frequently happen.</p> <p>Name and locate New Zealand, Australia and some islands of the South Pacific.</p> <p>Know there are different types of map and ways of representing the world.</p> <p>Discuss geographical similarities and differences of human and physical geography of the UK.</p> <p>Understand how economic activity is affected by land use, physical and human geography.</p>	<p>Locate major rivers in the UK and world and how people interact with them, including trade links.</p> <p>To know about water pollution and its impacts.</p> <p>To know how maps can help us understand the world.</p> <p>Understand longitude and latitude and why a country's place in the world effects time zones.</p> <p>Have an understanding of natural resources, especially water and know how these resources are distributed.</p> <p>To begin to understand globalisation.</p>
New vocabulary	<p>map</p> <p>globe</p> <p>atlas</p> <p>aerial view</p> <p>compass</p> <p>location</p> <p>near</p> <p>far</p> <p>left</p> <p>right</p> <p>country</p> <p>continent</p> <p>border</p> <p>Equator</p> <p>Hemispheres</p>	<p>Northern Europe</p> <p>Denmark</p> <p>Finland</p> <p>Iceland</p> <p>Norway</p> <p>Sweden</p> <p>Fjord</p> <p>Glacier</p> <p>Northern lights</p> <p>explorer</p> <p>Migration</p> <p>landlocked</p> <p>North Sea</p> <p>British Isles</p> <p>Inner Hebrides</p>	<p>Source</p> <p>Mouth</p> <p>Thames</p> <p>Nile</p> <p>Yangtze</p> <p>Ganges</p> <p>pollution</p> <p>Mapping</p> <p>Features</p> <p>Direction</p> <p>Settlement</p> <p>Latitude</p> <p>Longitude</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p>	<p>Route</p> <p>Oblique</p> <p>Physical changes</p> <p>Observation</p> <p>Fieldwork</p> <p>North East</p> <p>North West</p> <p>South East</p> <p>South West</p> <p>Land use</p> <p>Symbols</p> <p>Ordinance survey map</p> <p>Landscape</p> <p>Rural</p> <p>Urban</p>	<p>Fairtrade</p> <p>Natural disaster</p> <p>Floods</p> <p>Droughts</p> <p>Earthquake</p> <p>Cyclone</p> <p>Volcano</p> <p>Extinct</p> <p>Volcanic eruptions</p> <p>Global</p> <p>Maori</p> <p>Inhabited</p> <p>Uninhabited</p> <p>Epidemic</p> <p>Polynesia</p>	<p>Topographical</p> <p>Erosion</p> <p>Natural resources</p> <p>Energy</p> <p>Hydro power</p> <p>Wind turbines</p> <p>Land use patterns</p> <p>Globalisation</p> <p>Tributary</p> <p>Indus</p> <p>Ob</p> <p>Microorganism</p> <p>Fast fashion</p> <p>Sewage</p> <p>Solution</p>

	Northern hemisphere Southern Hemisphere capital city London Edinburgh Cardiff Belfast United Kingdom England Scotland Wales Northern Ireland Europe Africa South America North America Antarctica Asia Australasia Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean address North Pole South Pole City Town Village Local Factory Farm Office Port Harbour Shop North East South West	Outer Hebrides Landmark Tourist tourism English Channel Irish Sea Atlantic Ocean human physical patterns Cliff Coast Forest Hill Mountain Soil Valley Vegetation Rural Urban	Arctic Circle Antarctic Prime Meridian Greenwich Meridian Climate Vegetation Land use Global warming Erosion Region Economic activity Trade Export Import Topographical features Symbol Grid reference Key	Time zones Deforestation Mountain range Tectonic plate Eco system Diverse Habitat Endemic species China Mongolia Russia Beijing Air masses Scale	New Zealand Pacific islands Cartographer Distortion Prime meridian longitude Contour Gradient Viaduct Estuary	GMT International date line Bias Development Political Sustainable
Hypothetical questions:	<ul style="list-style-type: none"> What would _____ find exciting about our town/city? 	<ul style="list-style-type: none"> Why is London Special? 	<ul style="list-style-type: none"> Can you talk like a SatNav? 	<ul style="list-style-type: none"> Would the world be different if there were no mountains? What 	<ul style="list-style-type: none"> What are the similarities and differences between 	<ul style="list-style-type: none"> What was your life's journey so far?

	<ul style="list-style-type: none"> • Where do and did the wheels on the bus go? • What are the differences between Harrow and the seaside? • Why can't a Meerkat live in the North Pole? • Where do the leaves go in the winter? • What are your earliest memories of places? • Where is your favourite place and why? • What would happen if all the food shops in Harrow got stolen? 	<ul style="list-style-type: none"> • What might happen if aliens zapped away London? • Would people's jobs be different if London was still the same now as it was in 1666? • Is Paris the capital of England? • How do we use 'Never Eat Soggy Weetabix'? • What would the benefits be of living in Wales? • If I started floating and I could only travel North; what would happen? 	<ul style="list-style-type: none"> • What are the differences between Harrow and the rainforests? • What would happen if the Amazon suddenly disappeared? • Why is Brazil in the News? • How do we use the land? • Where does the Thames go? • If England suddenly got transported and was next to Brazil, what might happen? • What would the possible benefits be of the whole world being in the same time zone? 	<p>would be the benefits/ drawbacks?</p> <ul style="list-style-type: none"> • How have you changed since you were born/ can the land change? • How does physical geography impact human development and settlement? • Would you be able to eat chocolate if we didn't import? • What might happen if countries couldn't trade with each other? • When was the first map made? 	<p>human and physical geography?</p> <ul style="list-style-type: none"> • What would be the impact of living in houses like they did in Viking times? • If England were landlocked what might happen to our trade links? • What might happen if all the volcanoes in the world erupted at once? • Who might benefit if the whole of England went vegetarian? How would land use change? 	<ul style="list-style-type: none"> • Where do you think your life's journey will take you? • If you were Prime Minister what would you do if someone invaded? • How does Physical Geography affect human geography? • How does physical geography affect military strategy and planning?
Locational Knowledge	<ul style="list-style-type: none"> • Begin to name and locate the world's seven continents. • Name and identify the four countries making up the United Kingdom • Name the capital cities and some of the main towns in the United Kingdom • Name and locate the seas surrounding the UK. • Point out where the north pole and south pole are on a globe or atlas <p><i>Working at a greater depth:</i></p>	<ul style="list-style-type: none"> • Begin to look at human and physical geography similarities and differences, comparing a small area of the United Kingdom with a contrasting Northern European country. • Independently name and locate the world's seven continents and the surrounding oceans. • Identify the equator and Northern and Southern Hemispheres. • Name and locate the 4 capital cities in the UK. 	<ul style="list-style-type: none"> • Name and locate Egypt (including ancient Egypt). • Name and locate cities and rivers in countries studied (Nile, Amazon and Thames) • Consolidate ability to use simple compass directions (North, East, South, and West) to find location. • Begin to name and locate counties and cities in the South West of the United Kingdom. <p><i>Working at a greater depth:</i></p>	<ul style="list-style-type: none"> • Name and locate China and some surrounding countries. • Name and locate South American countries. • Consolidate knowledge on impact and location of the equator and identify Northern and Southern Hemispheres. • Name and locate some of the world's most mountainous areas (Andes, Himalayas, Alps, Ben Nevis) 	<ul style="list-style-type: none"> • Name and locate countries in the South Pacific Ocean, including New Zealand. • Locate natural disasters concentrating on their environmental regions, key physical and human characteristics and major cities. • Consolidate knowledge on locating and naming counties and cities of the United Kingdom. • Locate some areas in the North of England including Yorkshire. 	<ul style="list-style-type: none"> • Name and locate the major rivers in the UK and the rest of the world, concentrating on their environmental regions, key physical and human characteristics and major cities. Including Ganges, Mekong, Mississippi, Danube) • Name and locate countries within the EU, including; Germany and France. • Consolidate knowledge on locating and naming

	<ul style="list-style-type: none"> • <i>Name a few towns in the south and north of the UK.</i> • <i>From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.</i> • <i>Begin to locate where animals might live on an atlas.</i> 	<ul style="list-style-type: none"> • Explain that many different types of food come from different UK regions. • Begin to use simple compass directions (North, East, South, and West) and locational language (near, far, left and right) to describe Harrow's location on a map. • Locate Northern Europe and some of its countries. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Name some different parts of the UK and state that the weather may vary there. Make predictions about the weather there.</i> • <i>Using information about food from different countries of the UK, locate them on a UK map. Prepare a 'Great British Picnic' using these foods.</i> 	<ul style="list-style-type: none"> • <i>Summarise how to use compass directions.</i> • <i>Compare counties, discussing key topographical features and location using compass directions.</i> • <i>Add some names of settlements at the mouths of rivers.</i> • <i>Locate and label the mountains/hills at the source of rivers studied.</i> 	<p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Name and locate few towns around mountainous areas.</i> • <i>Determine a countries' weather based on location.</i> • <i>Locate most countries in Asia and South America using an atlas.</i> 	<ul style="list-style-type: none"> • Locate the Eastern and Western hemispheres and name some countries within them. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Summarise why Vikings/ Anglo Saxons invaded specific areas.</i> • <i>Argue about possible outcomes had the Vikings/ Anglo Saxons settled in other areas studied.</i> • <i>Locate most countries in Europe using an atlas.</i> 	<p>counties and cities of the United Kingdom.</p> <ul style="list-style-type: none"> • Understand how a countries location is connected to its time zone and climate. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Predict where major cities may be as determined by rivers.</i> • <i>Reflect on knowledge of the UK, making links and comparisons.</i> • <i>Locate most countries in Europe using an atlas.</i> • <i>Explain and illustrate, with examples, continent, country, state, city.</i> •
Place Knowledge	<ul style="list-style-type: none"> • Find key similarities and differences, comparing the local area with a contrasting country in the UK. • Make observations about their local environment e.g. park, school, home. • Know we live in England. 	<ul style="list-style-type: none"> • Begin to use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe location of features and routes on a map. • Search for key features of locality, 	<ul style="list-style-type: none"> • Know some key features of cities and areas surrounding rivers studied., including; environmental regions, key physical and human characteristics. • Begin discussing UK cities and counties, thinking about their 	<ul style="list-style-type: none"> • Identify the position and significance of latitude and longitude, equator, northern hemisphere, southern hemisphere, Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time 	<ul style="list-style-type: none"> • Understand how and why geographical regions have changed over time. (Natural disasters and land use) • Begin to give plausible reasons why some areas of the world (including the UK) suffer floods and droughts. Start to 	<ul style="list-style-type: none"> • Talk about geographical similarities and differences through studying the human and physical geography (focussing on rivers) of the UK. • Identify and examine comparisons with the UK's major rivers and

	<p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Explain why their local area is special.</i> • <i>Begin to explain why other areas studied are also special.</i> 	<p>e.g. school, places of worship, train station, when using aerial photographs.</p> <ul style="list-style-type: none"> • Ask and answer questions about Harrow using geographical vocabulary. • Discuss geographical similarities and differences between Harrow and a Northern European country and South Africa. • Understand how London and Harrow has changed over time. • Understand current changes that might be happening in the school and local area. • Understand the climate of Northern Europe and why animals might migrate. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Confidently understand similarities and differences between their local area and another area studied.</i> • <i>Could role play a travel agent, explaining why people may want to visit areas studied.</i> 	<p>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.</p> <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Make links to knowledge about rivers around the world.</i> • <i>Have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments.</i> • <i>Examine differences and similarities in bordering African countries.</i> 	<p>zones (including day and night).</p> <ul style="list-style-type: none"> • Know some of the key physical and human features of china. • Understand why Beijing and Shanghai are important cities. • South America has a varied climate and culture. • Begin to understand how some use of land can change over time. (Mountain and river areas) • Talk about geographical similarities and differences through studying the human and physical geography of a small area of the UK and how it has changed over time (Harrow).. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Predict how land use might change in the future.</i> • <i>Examine differences and similarities in bordering Asian countries and South American countries.</i> • <i>Explain why some regions of the UK are different from others and give reasons why some are similar. (E.g. Research a coastal locality and make a travel agent style</i> 	<p>understand that this can have an impact globally. (Natural disasters)</p> <ul style="list-style-type: none"> • Discuss geographical similarities and differences through studying the human and physical geography of a small area of the UK (Yorkshire) • Discuss counties and cities of the UK, discussing geographical regions and their identifying human and physical characteristics, key topographical features (including places that were invaded by Vikings and/or Anglo Saxons), and land-use patterns <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Categorise types of natural disaster.</i> • <i>Assess if there is any link between natural disasters and human actions.</i> • <i>Draw some borders of the countries studied and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region.</i> 	<p>other major rivers of the world.</p> <ul style="list-style-type: none"> • Observe counties and cities in the UK, discussing their 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 <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • <i>Locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.</i> • <i>Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.</i> • <i>Identify broad land-use patterns of the UK. (E.g. Create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as other categories the</i>
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				<p><i>presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment compared to other areas.)</i></p>		<p><i>children develop on their own, e.g. waterfall, lake, city population.)</i></p>
Physical Geography	<ul style="list-style-type: none"> Know what a continent and country is Tell someone their address Explain the main features of a hot and cold place Describe a locality using words and pictures Explain how the weather changes with each season Name key features associated with a town or village, e.g. church, farm, stop, house <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terraced house.</i> <i>Discuss how seasons change throughout the year.</i> 	<ul style="list-style-type: none"> Understand and identify in pictures/videos, key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Describe seasonal and daily weather patterns in the United Kingdom. Begin to compare the physical features of different places. Begin to use basic geographic vocabulary to describe physical features of an area. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Use a webcam or weather forecast to role play a weather presenter and answer questions.</i> <i>Compare local weather to that being observed in another location.</i> 	<ul style="list-style-type: none"> Identify how aspects of physical geography led to people settling and how they used the land. (Ancient Egyptians and South West England) Understand some of the physical changes in the UK post Ice-age. Understand the differences between an island, countries with borders and seas and landlocked countries. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Describe identifying physical characteristics of a range of cities.</i> <i>Understand and relate continent, country, county, city/where you live.</i> <i>Understand the relationship between climate and vegetation. (E.g. independently prepare a report, about an animal they</i> 	<ul style="list-style-type: none"> Discuss geographical similarities and differences through studying a contrasting non-European country. (China and South America) Examine physical changes in the UK post Ice-age. (Relate to formation of some mountains) Know that mountains and rivers can affect climate. Know how the rainforest has such an immense impact on its surroundings and the globe, begin to discuss deforestation and its effects. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Describe and understand some key physical processes and the resulting landscape features.</i> <i>Explain how fold mountain regions are formed. (E.g. make playdough models at stages in the</i> 	<ul style="list-style-type: none"> Discuss key features of an area, its land use and its links to economic activity. Understand natural disasters such as earthquakes and volcanic eruptions and be able to locate such regions on a map. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Categorise whether land use has changed due to natural disasters or human impact.</i> <i>Explain how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, a hot desert, the Arctic.</i> 	<ul style="list-style-type: none"> Describe links between countries, such as trade links, exports and imports. With an understanding of the importance of major rivers. Describe how natural resources, such as energy is distributed. (Hydro power/ wind turbines) <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.</i> <i>Relate climate to food production</i>

			<p><i>have chosen. This should contain details of the animal, where it lives in relation to climate and biome, and how it is suited to the environment.)</i></p>	<p><i>formation of Fold Mountains of the Alps in Europe and write a summary to show how the mountains are formed.)</i></p> <ul style="list-style-type: none"> <i>Describe some of UK's major urban areas; locate some physical environments in the UK.</i> 		
Human Geography	<ul style="list-style-type: none"> Understand why shops, houses and schools are important to humans and the local area. Begin to explain why they would wear different clothes at different times of the year Tell something about the people who live in hot and cold places Explain what they might wear if they lived in a very hot or a very cold place? <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Name different jobs that people living in their area might do.</i> <i>Describe key human features of their local area and give examples of activities that occur.</i> 	<ul style="list-style-type: none"> Begin to compare opinions on places. Understand why their family might have chosen to live in Harrow. Understand and explain key human features of Harrow: city, town, village, factory, farm, house, office, port, harbour and shop. Know some landmarks of the capital cities and countries of the UK. Know some influential people from the countries of the UK. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>When comparing places discuss where they would prefer to live, giving reasons.</i> <i>Explain uses of some features not found in local area, e.g harbour.</i> 	<ul style="list-style-type: none"> Begin to discuss human geography, including types of settlement, land use and other types of economic activity. (Egyptians and South West England) Begin to describe links between countries, including trade links, export and imports. Learn about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Describe identifying human characteristics of a range of cities.</i> <i>Discuss similarities and differences of Egyptian life and Stone Age life.</i> <i>Discuss how we benefit from imports.</i> 	<ul style="list-style-type: none"> Review links between different countries, such as trade links, exports and imports, including physical and human features. (Link to China and South America) Learn about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world. How humans impact the wider world including global warming. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Discuss how we benefit from trade links.</i> <i>Research where we might find examples of ethnic diversity within our local area.</i> <i>Explain what they might export to Nepal, if they had a business.</i> 	<ul style="list-style-type: none"> Evaluate human geography including types of economic activity. (Links to East Anglia tourism/shrimping) Know key knowledge about Maori settlements and culture. Consolidate understanding of links between countries, such as trade links, exports and imports (linked to history, invaders and settlers) <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</i> <i>Explain how and why the types of industry in the area have changed over time.</i> <i>Evaluate relevance of specific economic activities.</i> 	<ul style="list-style-type: none"> Describe how natural resources, such as water is distributed and develop an empathy and understanding towards countries with drinking water shortages or floods. (Including flood and drought areas of the UK) Discuss impacts of climate change. Know how globalisation affects countries and its population. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> <i>Appreciate and explain why our shopping choices have an effect on the lives of others.</i> <i>Understand where our energy and natural resources come from, and the impacts of their use. (E.g. make a decision and present finding on selecting an</i>

					<ul style="list-style-type: none"> Understand the importance of a region in Europe, its human and physical environment, and how they are connected. 	<p>energy source to generate power for nearby houses.)</p> <ul style="list-style-type: none"> Explain the importance of a region historically in Europe, its human and physical environment, and how they are connected.
Skills and Fieldwork	<p>Gathering information</p> <ul style="list-style-type: none"> Discover new information about places using books, pictures and videos. Begin to record observations of the local area in different ways, such as sketches and key words. Ask a familiar person prompted questions. <p>Mapping skills</p> <ul style="list-style-type: none"> Begin to use world maps, atlases and globes to identify; the 7 continents, the United Kingdom and its countries and the oceans. Use simple locational and directional language (e.g. near and far, left and right) to describe location of features and routes on a map. 	<p>Gathering Information</p> <ul style="list-style-type: none"> Begin to research places by using books, pictures, videos and websites. Understand aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Review how to record observations of the local area in different ways, such as labelled drawings, sketches, plans, maps and key words. Ask a familiar person prepared questions. Conduct a survey to collect data (e.g. where people live) <p>Mapping Skills</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify London and Northern European countries and a Non- 	<p>Gathering Information</p> <ul style="list-style-type: none"> Prepare and ask geographical questions. Understand how to use a contents page in an atlas Research places by using books, pictures, videos and websites. Review how to record observations of the local area in different ways, such as labelled drawings, sketches, plans, maps or writing. <p>Mapping Skills</p> <ul style="list-style-type: none"> Review and use the four points of a compass to describe the location of features and routes on a map. Locate position of a photo on a map Understand how to use grid references. 	<p>Gathering Information</p> <ul style="list-style-type: none"> Begin to use first hand observation and fieldwork to describe the human and physical geography of Harrow. Begin to record observations in different ways, such as labelled drawings, digital technologies, sketches, plans, maps and writing. Understand how to use an index page in an atlas Consolidate ability to research using different books, pictures, websites videos and technology. Begin to use and understand atlas symbols. <p>Mapping Skills</p> <ul style="list-style-type: none"> Begin to use the eight points of a compass to describe the 	<p>Gathering Information</p> <ul style="list-style-type: none"> Continue to use observation and fieldwork to describe the human and physical geography of the North West of England. Begin to select appropriate methods to record observations in different ways, such as labelled drawings, sketches, plans, maps and writing. Begin to use Geographical vocabulary correctly the majority of the time, throughout pieces of work. Independently research using different books, pictures, websites videos and technology. Review understanding and use of atlas symbols. 	<p>Gathering Information</p> <ul style="list-style-type: none"> Chose correct ways to record observations, such as labelled drawings, digital technologies, sketches, plans, maps and writing. Consolidate use of graphs to show data and evaluate effectiveness. Use Geographical vocabulary correctly the majority of the time, throughout pieces of work. Using evidence to explain answers in more detail. Determine useful books, websites and other sources to complete research. Evaluate whether a source of information was useful or not. Use different maps to understand information about the world.

<ul style="list-style-type: none"> Use maps to follow routes (e.g. a treasure hunt). <p>Sketching</p> <ul style="list-style-type: none"> Begin to create basic sketches and maps of a familiar area. <p>Audio/visual</p> <ul style="list-style-type: none"> Recognise a photo or a video as a record of what has been seen or heard. 	<ul style="list-style-type: none"> EU country. (South Africa) Begin to use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left, right, forwards and backwards) to describe location of features and routes on a map. Make a simple map using basic symbols in a key of Belmont school. <p>Sketching</p> <ul style="list-style-type: none"> Add labels of key features onto a sketch. Create plans of a familiar environment. <p>Audio/ visual</p> <ul style="list-style-type: none"> Begin to use a camera to help record what is seen. 	<ul style="list-style-type: none"> Begin to understand symbols on an OS map. <p>Sketching</p> <ul style="list-style-type: none"> Make maps and plans (e.g. a pictorial map of a place with a key). <p>Audio/ visual</p> <ul style="list-style-type: none"> Begin to use a camera independently to record what has been seen. Consider how photos provide useful evidence. 	<p>location of features and routes on a map.</p> <ul style="list-style-type: none"> Begin to describe some features a map is showing. Understand how to use grid references. Begin to understand symbols on an OS map. <p>Sketching</p> <ul style="list-style-type: none"> Begin to sketch detailed plans and labelled drawings of key geographical features and maps. <p>Audio/ visual</p> <ul style="list-style-type: none"> Consider how cameras can provide useful evidence and evaluate reliability of certain photos. 	<ul style="list-style-type: none"> Begin to discuss whether a source of information was useful or not. <p>Mapping Skills</p> <ul style="list-style-type: none"> Review the eight points of a compass to describe the location of features and routes on a map. Read OS maps and identify common symbols. Understand how scale is used on a map Understand how a relief map can show heights. Compare features maps are showing. Make a map using symbols and a key. Review plans and maps at a range of scales (i.e. a sketch map of a locality) <p>Sketching</p> <ul style="list-style-type: none"> Use sketches as evidence in an investigation. Select sketching when appropriate from a variety of techniques. <p>Audio/ visual</p> <ul style="list-style-type: none"> Make a judgement about the best angle or viewpoint when taking an image. 	<p>Mapping Skills</p> <ul style="list-style-type: none"> Confidently use the eight points of a compass to describe the location of features and routes on a map and give and follow directions. Follow a short route on an OS map. Use longitude and latitude to identify locations (including time zones) Find links and organise features of maps. Draw a map of increasing complexity, including symbols and a key. Understand map projection and how it shows us the world. <p>Sketching</p> <ul style="list-style-type: none"> Use sketches as evidence in an investigation. Evaluate their sketch against a set criteria and improve it. Annotate sketches to describe and explain geographical processes and patterns. Draw plans and maps at a range of scales (i.e. a sketch map of a locality)
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					<ul style="list-style-type: none"> Use photographic evidence in investigations. 	<p>Audio/ visual</p> <ul style="list-style-type: none"> Make a judgement about the best angle or viewpoint when taking an image and evaluate usefulness of their images.
Geographical Enquiry – Cultural Capital	<ul style="list-style-type: none"> Identify key features of locality, including; city, town, village, factory, farm, house and shop. Day trip around the local area to make observations. Say what they like about their locality Sort things they like and don't like Answer some questions about my local area using different resources, such as books, the internet and atlases. Think of a few relevant questions to ask about a locality Answer questions about the weather Keep a weather chart Look at how Belmont School and Harrow Weald has changed in their lifetime. Use vocabulary to describe locations of rivers/ bridges/camp in forest school. Observe and recall what they can see, 	<ul style="list-style-type: none"> Ask different generations about the changes they've seen to Harrow Weald. Plant, grow and harvest vegetables. Discuss changes in seasons through forest school visits. Identify key features including; beach, cliff, forest, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Be able to explain which ones are relevant to our locality or not. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> Observe and record (e.g. buildings on a street and complete a simple chart). 	<ul style="list-style-type: none"> Pen pal with a school in Egypt. Compare maps of London and Egypt/Brazil. Emersion day on Ancient Egypt. Learn greetings in language of country studied. Discuss whether local rivers are more/ less important than other rivers. Experiment with different materials to make bridges. Visit local rivers and monitor wildlife. Begin to express their own views about people, places and environments (i.e. how they feel about the similarities and differences between our local area and an EU country). Day trip to River Thames in London. Awareness and/ or fundraising for Lighting Africa. 	<ul style="list-style-type: none"> Pen pal with a school in China, Nepal or South America. Link ethos of 'Stronger Together' with pen pal learning. Discuss other children's connectedness to nature in China/India/ Nepal. How does it differ to our own? Emersion day on South America & Incans. Learn greetings in language of country studied. Express their own views about people, places and environments (i.e. how they feel about the similarities and differences between our local area and an EU country). Begin to communicate understanding through writing at length. (Inquiry) 	<ul style="list-style-type: none"> Communicate understanding through writing at length. (Inquiry) Collect and record evidence (i.e. carrying out a survey of shop functions and showing on a graph) Begin to analyse and interpret evidence and draw conclusions (i.e. by comparing population data for two localities) Identify and explain different views that people, including themselves, hold about topical geographical issues (i.e. views about plans to build an hotel in an overseas locality) Begin to communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, (i.e. by writing to a 	<ul style="list-style-type: none"> Design and build a clean energy source. (Hydro power/ wind turbines) Organise talk with engineers. Ask different generations about the changes they have seen to London. Confidently communicate understanding through writing at length. (Inquiry) Analyse, interpret and summarise findings from fieldwork. Use this knowledge to make a prediction. Evaluate and explain different views that people, including themselves, hold about topical geographical issues (i.e. views about fairness of trade links or use of natural resources) Independently select appropriate ways to the task and audience, including

	<ul style="list-style-type: none"> • Make maps and plans (i.e. a pictorial map of a place in a story). <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • Answer questions using a weather chart • Make plausible predictions about what the weather may be like later in the day or tomorrow. 		<p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • Prepare an assembly on their findings from being a pen pal. • Link ethos of 'Stronger Together' with pen pal learning. • Prepare a presentation for AHT's on why and how we can fundraise. 	<ul style="list-style-type: none"> • Begin to present findings from fieldwork <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • Begin to discuss how geography might affect their future. • Deliver an assembly on their findings from being a pen pal. 	<p>newspaper about a local issue, using email to exchange information, or about the locality with another school).</p> <ul style="list-style-type: none"> • Use ICT to help in geography investigations (i.e. creating a data file to analyse fieldwork data) • Learn greetings in language of country studied. • Organise an interview with someone who lives on/ near flood plane. • Develop decision-making skills (i.e. what measures needed to improve safety in a local street?) • Design their own country, thinking about placement on the globe, physical and geographical features. • Awareness and/ or fundraising for a community affected by a natural disaster. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • Reflect upon reliability of fieldwork. • Offer reasons why physical processes can cause hazards to 	<p>writing at length and through using maps and numerical and quantitative skills, (i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school).</p> <ul style="list-style-type: none"> • Develop decision-making skills (i.e. How can Harrow become more eco-friendly?) • Design their own capital cities, thinking about placement on the globe, physical and geographical features, energy sources and sustainable goals. • Organise visit with city planner. • Day trip to River Chess in Chesham/ River Thames in London. <p><i>Working at a greater depth:</i></p> <ul style="list-style-type: none"> • Create a sensible hypothesis. • Assess usefulness of maps of differing ages. • Revise hypothesis or method of fieldwork to improve its efficacy. • Design and help run a geography club for younger year groups.
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<p>Global goals to consider</p>	<ul style="list-style-type: none"> • 2- Zero hunger • 13- climate action • 14- life below the water • 15- life on land 	<ul style="list-style-type: none"> • 2- zero hunger • 3- good health and wellbeing • 4- quality education 	<ul style="list-style-type: none"> • 6- clean water and sanitation • 7- affordable and clean energy • 12- responsible consumption and production • 13- climate action • 14- life below water 	<ul style="list-style-type: none"> • 3- good health and wellbeing • 4- quality education • 8- decent work and economic growth • 9- industry innovation and infrastructure 	<ul style="list-style-type: none"> • 1- no poverty • 2- zero hunger • 3- good health and wellbeing • 5- gender equality • 15- life on land 	<ul style="list-style-type: none"> • 1- no poverty • 5- gender equality • 6 - clean water and sanitation • 7- affordable and clean energy • 10- reduced inequalities • 11- sustainable cities and communities • 12- responsible consumption and production • 16-peace and justice and strong institutions.

