Sheringham
COMMUNITY PRIMARY SCHOOL & NURSERY

SUBJECT: Geography (V3)

We believe our Geography curriculum will inspire a curiosity, a fascination and a love of the world and its people that will remain with our pupils for the rest of their lives. We want to nurture our children's interest in our amazing world and enable them to have the aspiration and resilience to protect it as a member of the human race.

In Early Years & Key Stage 1, Geography will provide our children with the knowledge, skills and understanding to make sense of their world, the United Kingdom and where they live. They will learn specific vocabulary relating to human and physical geography. Our children will begin to use geographical skills, including first-hand observation, to enhance their locational awareness by visiting places like Sheringham Park and the beach.

In Key Stage 2, we want Geography to build on our children's own experiences to investigate places at all scales, from the personal to the global, extending their knowledge and understanding beyond the local area of Sheringham and Norfolk, to include the United Kingdom and Europe, North and South America. This includes stimulating an interest in the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to deepen their locational and place knowledge.

Our children will develop a sense of community by exploring their local areas and using fieldwork skills to explain and analyse their findings. Our curriculum lets children know that they can live anywhere and travel to other places for new opportunities. Our case study work encourages the children to develop empathy and an understanding of changing environments. Significant local locations are taught to deepen the children's sense of belonging, for example, the Norfolk Coast and the Norfolk Broads. The children will develop their skills and knowledge in Geography as they progress through the school, with key knowledge being revisited regularly through cooperative learning.

Our curriculum is designed with SEN and disadvantaged children in mind:

- Key knowledge, skills and vocabulary are taught incrementally and revisited as the children move through KS1 and KS2.

- Our whole-school 'catch one partner' cards embeds key knowledge.
- Cooperative learning happens in every lesson to encourage geographical talk and discussion at all levels.
- Where applicable, teaching and learning happens slowly and in small steps.
- Teachers use a range of techniques, such as dual coding using verbal and visual stimuli, to make knowledge accessible. This includes maps, atlases globes etc…
- Children are seated in mixed ability groups to enable them to support one another.
- Each lesson begins with a daily review to recap prior knowledge. Half-termly and weekly reviews are also used to recap knowledge from previous terms.
- Learning is adapted, where appropriate, with deeper thinking tasks available for children who are ready to move on.
- We make use of the local area to give children rich opportunities.

	Skills	Knowledge
N	• Can comment and ask questions about aspects of their familiar world e.g. the place where they live or the natural world. • Can respond to questions about where they live and comment on any differences. • Can identify the appropriate clothing and activities in relation to the season/weather. • Can follow simple directions (forwards and backwards)	• Begin to know there are other places and countries e.g. holidays they've been on, places where families live and places they've visited. • Begin to develop an understanding of the four seasons and associated weathers.
R	• To know there are other places and countries e.g. holidays they've been on, places where families live and places they've visited. • To be able to identify where they live and locate it on a map of the world and the UK. • To be able to name the four seasons and the connected weather. • Name and locate the four countries of the UK. • To be able to draw information from a simple map e.g. where the school is in our town and what road it is on. • To be able to compare where they live to other countries in the world. • To be able to compare different environments against their own, both nationally and locally.	• Can comment and ask questions about aspects of their familiar world e.g. the place where they live or the natural world. • Can respond to questions about where they live. • Can follow simple directions (forwards, backwards, through, over, under, around) • Can draw maps from their immediate environment or a fictional setting. • Can comment and answer questions about similarities and differences between England and other countries around the world as well as environments.
Y1	**Skills:**	**Unit - Locational Knowledge**

	• Can **recognise** and **make observations** about physical and human features of localities • Can **ask** and **respond** to questions about places and environments **Fieldwork Skills:** • Can **draw** simple features they observe in their close environment • interpret and construct simple pictograms, tally charts, block diagrams and simple tables *Fieldwork Project: **Map Skills:** • Can **follow** directions (up, down, left, right) *(Use Google Earth, world maps, atlases and globes to identify and provide a context for this knowledge)*	• Name and locate the four countries of the UK • Name and locate the world's seven continents and five oceans • Know the four seasons **Unit - Case Study:** My school grounds, the surrounding area and Sheringham Park (Physical & Human) • To know the human and physical features of the school and school grounds by drawing a birds eye view and labelling them. Compare with google earth image • To identify human and physical features on the way to Sheringham park by planning a route from school using google earth image. • To know human and physical features of Sheringham Park and draw an example of each. • To know how our local area influences the types of jobs that people have **Unit - Case Study**: An introduction to the Norfolk coast and Beeston Bump (Physical & Human) • To know the human and physical features of Cromer and be able to label them • To know how leisure activities change with the seasons and weather in Cromer **Vocabulary:** forest, hill, soil, vegetation, season, weather, beach, cliff, soil, sea, ocean, mountain, human, physical, up, down, left right, school

Y2	**Skills:** • Can **describe** physical and human features of places • Can **recognise** and **make observations** about features that give places their character • Can **express views** on the environment of a locality • Can **recognise** how people affect the environment • Can **ask** and **respond** to questions about places and environments • Can **use** geographical vocabulary with accuracy **Fieldwork Skills:** • Can **draw** an outline of simple features they observe, joining labels to correct features • interpret and construct simple pictograms, tally charts, block diagrams and simple tables *Fieldwork Project: **Map Skills:** • Can **follow** directions (left, right, North, East, South, West) • Can **use** class agreed symbols to create a key *(Use Google Earth, world maps, atlases and globes to identify and provide a context for this knowledge)*	**Unit - Locational Knowledge** • Name and locate the four countries of the UK • Name and locate the capital cities of the UK • Name and locate the four seas surrounding the UK • Name and locate the world's seven continents and five oceans • Know the four seasons • Know North, South, East and West (left and right) • Know the hot and cold areas of the world in relation to the Equator and the North and South Poles **Unit - Case Study:** The Norfolk Coastal Reef and The Great Barrier Reef (Physical) • To know what a reef is. • To know the features of the Norfolk Coastal Reef. • To know the features of the Great Barrier Reef. • To know some of the similarities and differences between the Norfolk Coastal Reef and the Great Barrier Reef. • To know the relative sizes of the Norfolk Coastal Reef and the Great Barrier Reef. **Unit - Case Study: The key characteristics of the UK** • Locate Scotland on a map of the United Kingdom and identify cities and regions • Identify important physical characteristics of the country • Describe land use in Scotland • Locate Wales on a map of the United Kingdom and identify cities and regions • Identify important physical characteristics of the country • Explore how land use and physical features are different to Scotland • Locate Northern Ireland on a map of the United Kingdom and identify cities and regions • Identify important physical characteristics of the country • Explore how land use and physical features are different to Wales • Locate England on a map of the United Kingdom and identify cities and regions • Identify important physical characteristics of the country • Explore how land use and physical features are different to Northern Ireland

		Vocabulary: forest, hill, soil, vegetation, season, weather, beach, cliff, soil, sea, ocean, mountain, human, physical, up, down, left right, school, church, house, shop, town, harbour, office, railway, North, East, South, West, country, capital city
Y3	**Skills:**	**Unit - Locational Knowledge:** • Name and locate the four countries of the UK

	• Can **describe** the physical and human features of different localities • Can **offer explanations** for the location of some of the physical and human features of different places • Can **recognise** that different places may have similar and different characteristics that influence the lives of the people living there • Can **recognise** that people seek to improve environments • Can **offer simple reasons and views** about places and environments • Can **use sources of evidence** to **respond** to geographical questions • Can begin to **use geographical vocabulary** in their responses to questions **Fieldwork Skills:** • Can **draw** a sketch of a simple feature from observation or photo, adding titles and descriptive labels with help • interpret and present data using bar charts, pictograms and tables *Fieldwork Project: **Map Skills:** • Can **use** 4 compass points to follow/give directions • Can **explain** why a key is needed • Can **use** standard symbols *(Use Google Earth, world maps, atlases and globes to identify and provide a context for this knowledge)*	• Name and locate the capital cities of the UK • Name and locate the four seas surrounding the UK • Name and locate the world's seven continents and five oceans • Know the four seasons • Know North, South, East and West (left and right) • Know the hot and cold areas of the world in relation to the Equator and the North and South Poles • Know the world's countries focusing on Europe and North & South America, (France, Germany, Spain, Italy, Canada, United States of America, Brazil, Mexico, Argentina, Russia) **Unit - Case Study:** The River Babingley • To know how the River Babingley was formed • To know the term meander • To know the physical features of the River Babingley • To know how the River Babingley is used • To know the impacts of humans on the River Babingley and how habitats are being protected **Unit - Case Study: Tohoku Earthquake (Asia) 2011** **Fuego Volcano (South America), 2018. (Physical)** **Layers** • To name the layers of the earth: crust, mantle, outer core, inner core • To know the relative thickness of each layer e.g. mantle is the thickest • To know the relative temperature of each layer e.g. the inner core is the hottest • To know what each layer is made of e.g. the outer core is made of hot, liquid iron and nickel **Plates** • To know what a tectonic plate is and to know where they are in relation to the continents. • To know that there are 7 major tectonic plates that make up the world. • To know how tectonic plates move and cause an earthquake and volcano eruption. • To know what an eruption is and to know how it is measured, on the Richter scale. • To know what a fault line is.

		Vocabulary: forest, hill, soil, vegetation, season, weather, beach, cliff, soil, sea, ocean, mountain, human, physical, up, down, left right, school, church, house, shop, town, harbour, office, railway, North, East, South, West, country, capital city, river, valley, meander, bank, source, current, bed, mouth, delta, floodplain, volcano, earthquake, tsunami, plate, eruption, active, dormant, Richter Scale
Y4	**Skills:** • Can **describe** the physical and human features of different localities • Can **offer explanations** for the location of some of the physical and human features of different places • Can **recognise** that different places may have similar and different characteristics that influence the lives of the people living there • Can **recognise** that people seek to improve environments • Can **offer simple reasons and views** about places and environments • Can **use sources of evidence** to **respond to geographical questions** • Can begin to **use geographical vocabulary** in their responses to questions **Fieldwork Skills:** • Can **draw** a sketch of a simple feature from observation or photo, adding titles and descriptive labels with help • Can **annotate** sketches with descriptive and explanatory labels • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. *Fieldwork Project: **Map Skills:**	**Unit - Locational Knowledge:** • Name and locate the four countries of the UK • Name and locate the capital cities of the UK • Name and locate the four seas surrounding the UK • Name and locate the world's seven continents and five oceans • Know the four seasons • Know North, South, East and West (left and right) • Know the hot and cold areas of the world in relation to the Equator and the North and South Poles • Know the world's countries focusing on Europe and North & South America, (France, Germany, Spain, Italy, Canada, United States of America, Brazil, Mexico, Argentina, Russia) • Know the world's capital cities focusing on Europe and North & South America, (London, Paris, Berlin, Madrid, Rome, Washington, Brazil, Mexico City, Buenos Aires, Moscow) • Know the counties of East Anglia • Know the Equator, northern and southern hemisphere • Know North-East, South-East, North-West, South-West **Unit - Case Study:** The Norfolk Broads (Human) • To know how the Norfolk Broads were created • To know the human and physical features of the Norfolk Broads • To know how the Norfolk Broads are managed with regards to Pollution, Recreation, Tourism and the Conservation of wildlife and habitats • To know the impact of climate change on the Norfolk Broads **Unit - Case Study:** Compare London with Naples (Physical & Human) • To Know the physical features of London and Naples • To know the human features of London and Naples **Vocabulary:** forest, hill, soil, vegetation, season, weather, beach,

	• Can **use** 4 compass points and begin to use 8 compass points • Can **use** letter/number co-ordinates to locate features on a map • Can **explain** why a key is needed • Can begin to **recognise** symbols on an OS map *(Use Google Earth, world maps, atlases and globes to identify and provide a context for this knowledge)*	cliff, soil, sea, ocean, mountain, human, physical, up, down, left right, school, church, house, shop, town, harbour, office, railway, North, East, South, West, country, capital city, river, valley, meander, bank, source, current, bed, mouth, delta, floodplain, volcano, earthquake, tsunami, plate, eruption, active, dormant, Richter Scale, hemisphere, Equator, inner city, trade, land use, residential, industrial, commercial, site, urban
Y5	**Skills:** • Can **recognise** and **describe** the physical and human features in the wider world • Can **describe** how physical and human processes can change the features of places • Can **describe** how physical and human processes affect the lives of people living there • Can **explain** how people can improve and damage the environment • Can **offer reasons** for their own views about environmental change and recognise that others may have different views • Can begin to **suggest** suitable geographical questions • Can **use** sources of evidence in their investigations and communicate their findings using geographical vocabulary **Fieldwork Skills:** • Can **evaluate** their sketches against previous year groups criteria and improve it • Can **use** sketches as evidence in an investigation • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables. *Fieldwork Project: **Map Skills:** • Can **use** 8 compass points	**Unit - Locational Knowledge:** • Name and locate the four countries of the UK • Name and locate the capital cities of the UK • Name and locate the four seas surrounding the UK • Name and locate the world's seven continents and five oceans • Know the four seasons • Know North, South, East and West (left and right) • Know the hot and cold areas of the world in relation to the Equator and the North and South Poles • Know the world's countries focusing on Europe and North & South America, (France, Germany, Spain, Italy, Canada, United States of America, Brazil, Mexico, Argentina, Russia) • Know the world's capital cities focusing on Europe and North & South America, (London, Paris, Berlin, Madrid, Rome, Washington, Brazil, Mexico City, Buenos Aires, Moscow) • Know the counties of East Anglia • Know the Equator, northern and southern hemisphere • Know North-East, South-East, North-West, South-West • Know the Arctic and Antarctic Circle • Know longitude and latitude • Know the Tropic of Cancer and The Tropic of Capricorn **Unit - Case Study: The changing North Norfolk Coast, with a focus on erosion** (Physical) • To know what erosion is. • To know what weathering is. • To know the causes and impact of erosion. • To know ways of defending the coastline from erosion. **Unit - Case Study: Renewable energy with a focus on Sheringham Shoal wind farm** (Human)

	• Can begin to **use** 4 figure co-ordinates to locate features on a map • Can **draw** a sketch map using symbols and a key • Can **use** and recognise symbols on an OS map *(Use Google Earth, world maps, atlases and globes to identify and provide a context for this knowledge)*	• To know what makes certain types of energy sources renewable. • To know what makes certain types of energy sources non-renewable. • To know about the advantages and disadvantages of renewable and non–renewable energy. • To know some of the long-term effects of different energy types on the environment. **Unit - Case Study: Compare the human and physical similarities and differences between London and New York.** **Vocabulary:** forest, hill, soil, vegetation, season, weather, beach, cliff, soil, sea, ocean, mountain, human, physical, up, down, left right, school, church, house, shop, town, harbour, office, railway, North, East, South, West, country, capital city, river, valley, meander, bank, source, current, bed, mouth, delta, floodplain, volcano, earthquake, tsunami, plate, eruption, active, dormant, Richter Scale, hemisphere, Equator, inner city, trade, land use, residential, industrial, commercial, site, urban, erosion, deposition, longshore drift, sea defences, sea wall, groyne, rock armour, salt marsh, wind turbine, solar panel, settlement
Y6	**Skills:** • Can **describe** the physical and human characteristics of places in the wider world • Can **describe** how physical and human processes can lead to similarities and differences in places • Can **describe** how physical and human processes can lead to similarities and differences in the lives of the people who live there • Can **demonstrate** an awareness of sustainable development • Can **recognise** a range of views about environmental interaction and change • Can **suggest** relevant geographical questions and use geographical skills to carry out investigations • Can begin to **evaluate** sources of evidence for their investigations • Can **suggest** plausible conclusions to their investigations • Can **present** findings graphically and in writing using	**Unit Locational Knowledge:** • Name and locate the four countries of the UK • Name and locate the capital cities of the UK • Name and locate the four seas surrounding the UK • Name and locate the world's seven continents and five oceans • Know the four seasons • Know North, South, East and West (left and right) • Know the hot and cold areas of the world in relation to the Equator and the North and South Poles • Know the world's countries focusing on Europe and North & South America, (France, Germany, Spain, Italy, Canada, United States of America, Brazil, Mexico, Argentina, Russia) • Know the world's capital cities focusing on Europe and North & South America, (London, Paris, Berlin, Madrid, Rome, Washington, Brazil, Mexico City, Buenos Aires, Moscow) • Know the counties of East Anglia • Know the Equator, northern and southern hemisphere • Know North-East, South-East, North-West, South-West

	appropriate vocabulary **Fieldwork Skills:** • Can **annotate** sketches to **describe** and **explain** geographical processes and patterns • Can **use** and **create** 'birds-eye view' sketches as evidence in an investigation • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average *Fieldwork Project: **Map Skills:** • Can **use** 8 compass points • Can **use** 4 figure co-ordinates to locate features on a map • Can begin to **use** 6 figure grid references • Can **draw** a sketch map using symbols and a key • **Use** and **recognise** symbols on an OS map *(Use Google Earth, world maps, atlases and globes to identify and provide a context for this knowledge)*	• Know the Arctic and Antarctic Circle • Know longitude and latitude • Know the Tropic of Cancer and The Tropic of Capricorn • Know the world's major deserts, rivers, mountain ranges: deserts - Antarctic, Arctic, Sahara; rivers - Nile, Amazon, Ganges, Mississippi, Danube, Yangtze; mountain ranges - Himalayas, Rockies, Alps, Andes **Unit - Case Study: Antarctica, with a focus on climate change** (Physical) • To know the physical characteristics of Antarctica. • To know how Antarctica is protected. • To know what sustainable development is. • To know how humans impact the environment in Antarctica **Unit - Case Study: Biomes** (Physical) • Understand that biomes are large ecosystems • Know the location of some key different biomes • Know which biomes occur at different latitudes • Know that biomes have distinct climatic conditions, flora and fauna • Know some of the different factors that affect an ecosystem, including rainfall, temperature and sunlight • Identify the characteristics of the tundra and taiga, including the flora and fauna, and where they found • Explore how biomes are threatened by climate change and human activity • Explore different ways that biomes are being protected and preserved **Unit - Case Study: Fair Trade in Africa** (Human) • To know the economic differences across Africa. • To know the importance of food security. • To know the impact of food production in Africa. • To know and understand the word 'Fairtrade'. **Vocabulary:** forest, hill, soil, vegetation, season, weather, beach, cliff, soil, sea, ocean, mountain, human, physical, up, down, left right, school, church, house, shop, town, harbour, office, railway, North, East, South, West, country, capital city, river, valley, meander, bank, source, current, bed, mouth, delta, floodplain, volcano, earthquake, tsunami, plate, eruption, active, dormant, Richter Scale,

		hemisphere, Equator, inner city, trade, land use, residential, industrial, commercial, site, urban, erosion, deposition, longshore drift, sea defences, sea wall, groyne, rock armour, salt marsh, wind turbine, solar panel, settlement, environment, glacier, global warming, climate, greenhouse gases,