

- edge - where places are (oceans, rivers, cities & countries)
- Place Knowledge – (local, regional, national, continental and global – similarities & differences; regional comparisons)
- Human and Physical Processes - (**physical**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; **human**: city, town, village, factory, farm, house, office, port, harbour and shop)
- Geographical Skills – fieldwork, using maps, atlases and compasses

## Concepts

### Definitions:

**Environment:** Environment is a place where different things are such as a swampy or hot environment. It can be living (biotic) or non-living (abiotic) things. It includes physical, chemical and other natural forces.

**Change:** Involves any alteration to the natural or cultural environment. Change can be spatial and/or temporal. Change is a normal process in both natural and cultural environments.

**Place:** Place describes the human and physical characteristics of a location.

- Physical characteristics: Includes a description of such things as mountains, rivers, beaches, topography, climate, and animal and plant life of a place. If a place is described as hot, sandy, fertile, or forested, these terms all paint a picture of the location's physical characteristics. A topographical map is one tool used to illustrate the physical characteristics of a location.
- Human characteristics: Includes the human-designed cultural features of a place. These features include land use, architectural styles, forms of livelihood, religious practices, political systems, common foods, local folklore, means of transportation, and methods of communication.

**Sustainability:** Sustainability is the practice of using natural resources responsibly, so they can support both present and future generations.

**Space:** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

**Scale:** The scale on a map shows the size of the area represented by the map.

Geography	AUT1	AUT2	SP1	SP2	SU1	SU2
Nursery				<p><b>Name of unit: Amazing Animals</b></p> <p><b>Vocabulary:</b> Leicester, England, country</p> <p><b>Key Knowledge:</b> *Knows that they live in England</p>	<p><b>Name of unit: Seaside</b></p> <p><b>Talk about the differences they have experienced or seen in photos. (compare different seaside places)</b></p> <p><b>Vocabulary:</b> Seaside, beach, same, different</p>	

				<p>*Knows that England is a country</p> <p>*Can name at least one other country</p>	<p><b>Key Knowledge:</b></p> <p>*Can talk about what they can see in the seaside photograph/picture</p> <p>*Can say what is happening in the seaside photograph/picture</p> <p>*Can say if the 2 locations look the same or different</p>	
<b>Reception</b>	<p><b>Name of unit</b> Describe their immediate environment</p> <p><b>Vocabulary:</b> school, environment, classroom, toilet, playground, field, hall, home</p> <p><b>Key Knowledge:</b></p> <p>*Knows the names of familiar places within the school environment e.g. classroom, playground field, etc...</p> <p>*Can name some of the objects in their immediate environment</p> <p>*Can describe their immediate environment</p> <p>*Can describe their home environment</p>		<p><b>Name of unit</b> Understand some important processes in the natural world</p> <p><b>Volcanoes</b></p> <p><b>Vocabulary:</b> Volcano, dormant, active, lava, erupts, extinct,</p> <p><b>Key Knowledge:</b></p> <p>*Know what a volcano is</p> <p>*Know the difference between a dormant and active volcano</p> <p>*Know that a volcano erupts lava</p> <p>*Know how volcanic eruption led to the dinosaur extinction</p>		<p><b>Name of unit</b> Recognise and explain some similarities and differences between life in this country and life in other countries</p> <p><b>Vocabulary:</b> Similarities/differences, compare, Africa, Leicester, Belgrave, school, house, clothes, food</p> <p><b>Key Knowledge:</b></p> <p>*Know they live in Leicester</p> <p>*Can talk about their home, school, clothes, and food they eat</p> <p>*Can talk about the home, school, clothes, and food of an African child</p> <p>*Can talk about the similarities and differences between life in Africa and Leicester</p> <p>Draw information from a simple map</p> <p><b>Key Knowledge:</b></p> <p>*Knows how to read a simple map</p>	
<b>Year 1</b>	<p><b>Name of unit:</b> All About Me (<b>Leicester</b>)</p> <p><b>Overview of unit:</b></p> <p>*Look at the layout of their own classroom, create a simple map of the classroom using basic symbols. Use locational and directional language</p>		<p><b>Name of unit:</b> Whatever the weather (<b>UK</b>)</p> <p><b>Overview of unit:</b></p> <p>*Study weather in the UK – seasonal and daily weather patterns</p> <p>*Use regional and world maps and atlases to identify 4 countries of</p>			

<p>to describe the layout of the classroom (nearby, next to, near, far, close to, behind, in front, furthest, closet, further than, closer than)</p> <p>*Children will study the geography of Abbey Mead and the surrounding area</p> <p>*Go on a local walk to identify key physical and human features of surrounding area and locate these on a map</p> <p>*Discuss the location of human and physical features using the cardinal points of a compass (North, south, east, west)</p> <p><b>Vocabulary:</b> factory, farm, shop, city, town, fieldwork, symbols, north, east, south, west, nearby, next to, near, far, close to, behind, in front, furthest, closet, further than, closer than</p> <p><b>Concepts:</b> Space Scale</p> <p><b>Key Knowledge:</b> *Know how to use simple fieldwork and observational skills *Know the geography of Abbey Mead and its</p>		<p>the UK, the seas surrounding and the capital cities within them</p> <p>*Study some of the human and physical features within each country of the UK</p> <p><b>Vocabulary:</b> summer, autumn, winter, spring, seasons, village, wind, snow, rain, hail, fog, wet, dry, hot, cold, city, town, near, far, left, right, Irish sea, North sea, English Chanel</p> <p><b>Concepts:</b> Change Place Space</p> <p><b>Key Knowledge:</b> *Know seasonal weather patterns in the UK - Change *Know daily weather patterns in the UK - Change *Know the name and location of the 4 countries of the UK using maps and atlases *Know the capital cities from each country *Know some characteristics about the different countries in the United Kingdom (England – Big Ben/River Thames/Houses of</p>			
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	<p>grounds (aerial map) –  <b>Space, scale</b>  *How to devise a simple map using basic symbols,  <b>Space</b>  *Know some of the key human and physical features that surround Abbey Mead (River Soar, Fosse Way (Melton Road) Space Centre, religious buildings, Golden Mile, shops, local factory)  *Know where Leicester is on a map - <b>Space</b>  *How to use the cardinal points on a compass (north, south, east, west)  *Know locational and directional language</p>		<p>Parliament; Wales –  Mount Snowden/<b>Conwy Castle</b>; Ireland – Titanic Belfast/Giant’s Causeway; Scotland – Edinburgh Castle/Loch Ness) - <b>Place</b>  *Know the different seas that surround the United Kingdom  *Use a world map to identify the UK and its countries - <b>Space</b></p>			
<p><b>Year 2</b></p>	<p><b>Name of unit:</b> Florence Nightingale and Mary Seacole (UK &amp; non-European)  Overview of unit:  *Children to know that Florence Nightingale lived most of her life in Derbyshire and Mary Seacole lived in Jamaica  *Compare and contrast the two places</p> <p><b>Vocabulary:</b> location, beaches, cliff, ocean, globe, coastlines, mountains, transport, physical features, landscape, weather</p> <p><b>Concepts:</b>  Place  Space</p> <p><b>Key Knowledge:</b>  *How to compare Derbyshire with a non-European country (Jamaica) - <b>Place</b>  *Locate Derbyshire (UK) and Jamaica on a globe</p>			<p><b>Name of unit:</b> Our Amazing World (UK &amp; world)</p> <p>Overview of unit:  *Children to know the 7 continents and oceans, link this to the Arctic and seaside (UK)  *Use atlases, maps and globes to identify hot and cold places globally including north and south poles</p> <p><b>Vocabulary:</b>  ariel photograph, landscape, desert, North Pole, South Pole, sea, ocean, city, forest, soil, beach, cliff, coast</p> <p><b>Concepts:</b>  environment  Space</p> <p><b>Key Knowledge:</b>  *Know the name and location of the 7 continents - <b>Space</b>  *Know the name and location of the 5 oceans - <b>Space</b>  *Know where the equator is located - <b>Space</b></p>		

	<p>*Know some of the similarities and differences between Derbyshire and Jamaica – physical features (beaches, coastline, mountains, weather, landscape etc.) - <b>Place</b></p> <p>*Know some of the similarities and differences between Derbyshire and Jamaica – human features (shops, schools, houses, transport etc.)</p>			<p>*Know where it is hot and where it is cold on the Earth – <b>Environment</b></p> <p>*Know where the North and South Poles are located and what they are like - <b>Space</b></p>
<p><b>Year 3</b></p>		<p><b>Name of unit:</b> How the Romans have impacted our lives now? (<b>UK &amp; Europe</b>)</p> <p><b>Vocabulary:</b> settlement, community, village, topography (the arrangement of the natural and artificial physical features of an area), landmark, region</p> <p><b>Concepts:</b> Place Space</p> <p><b>Key Knowledge:</b> *Know the names and locations of counties and cities in the UK – London/Greater London, Leicester/Leicestershire, Bath/Somerset, York/Yorkshire (linked to Romans) - <b>Place</b> *Locate Rome on a world map - <b>Space</b> *Know the location of the Fosse Way (from Exeter to Lincoln) - <b>Space</b> *Know how London has changed since Roman times *Know Similarities and differences between London and Rome today focusing on human and physical characteristics, e.g. Mountains - <i>The Alps is a large mountain range that stretches across Europe, and part of it is in Italy (the Dolomites). The highest peak is Mont Blanc at 4808m.</i> - <b>Place</b> *Know some key topographical features of the UK (hills, mountains, coasts, rivers) - <b>Place</b> *Know types of settlement, land use, trade links, and the use of natural resources (visit to Bosworth Battlefield whilst Jewry Wall museum is being refurbished) - <b>environment</b></p>	<p><b>Name of unit: Volcanoes &amp; Earthquakes</b> (<b>Pacific Ocean - South America, North America, Japan, New Zealand - Italy</b>) <a href="https://school-learningzone.co.uk/key_stage_two/ks2_geography/volcanoes_and_earthquakes/volcanoes_and_earthquakes.html">https://school-learningzone.co.uk/key_stage_two/ks2_geography/volcanoes_and_earthquakes/volcanoes_and_earthquakes.html</a></p> <p><b>Vocabulary:</b> molten rock, mountain, erupt, dormant, active, extinct, ash cloud, conduit, vent, crater, magma, natural disaster, native, indigenous, volcano, magma chamber, coastal, landscape, cliff, tectonic plates</p> <p><b>Concepts:</b> Change</p> <p><b>Key Knowledge:</b> *Know the key features of a volcano - magma chamber, vents, craters and slopes - <b>change</b> *Know where most volcanoes are located (Ring of Fire) *Know what makes up the layers of the Earth *Know what tectonic plates are and where you find them *Know how tectonic plates move and what happens - <b>Change</b> *Know what causes an earthquake and what's the effect - <b>Change</b> *Know how mountains are formed *Know how volcanoes work</p>	

		<p>*How to use grid references, symbols and key including the use of Ordnance Survey maps (visit to Bosworth Battlefield) - <a href="#">Space</a></p>	
<p><b>Year 4</b></p>			<p><b>Name of unit:</b> How can we use Rivers to Survive? <a href="#">(world)</a></p> <p><b>Vocabulary:</b> Tides, mountain, spring water, evaporation, condensation, flood plain, irrigation, weathering, floods, ox-bow lake, precipitation, meander, tributary, mouth, source, tides</p> <p><b>Concepts:</b> <a href="#">Sustainability</a> <a href="#">Change</a> <a href="#">Place</a></p> <p><b>Key Knowledge:</b> *Know what the water cycle is *Know how the water cycle works *Know the features of a river, e.g. source, tributary, meander, mouth, ox-bow lake – <a href="#">Change</a>, <a href="#">Place</a> *Know the location of Russia, North America, South America and Africa (northeast) *Know and locate the major rivers of the world – Nile, Amazon, Mississippi, Yenisei, River Thames *Know the 3 sections of a river – upper, middle and lower course - <a href="#">Place</a></p> <p><b>Name of unit:</b> What impact have the Anglo-Saxons and Vikings had in Britain? <a href="#">(UK &amp; Europe)</a></p> <p><b>Vocabulary:</b> <a href="#">Land-use</a>, <a href="#">settlement</a>, <a href="#">agriculture</a>, <a href="#">business</a>, <a href="#">leisure</a>, <a href="#">housing</a>, <a href="#">retail</a>, <a href="#">industrial</a>, <a href="#">digital map</a>, <a href="#">residential</a>, <a href="#">capital</a>, <a href="#">transport</a>, <a href="#">digital maps</a></p> <p><b>Concepts:</b> <a href="#">Scale</a> <a href="#">Place</a> <a href="#">Space</a></p> <p><b>Key Knowledge:</b> *Know about a range of settlements and where they are found - <a href="#">Place</a> *Know the location and capital cities of the following major European countries: France, Spain, Germany, Italy, Greece, Norway, Sweden, Denmark, Russia – <a href="#">Scale</a>, <a href="#">Space</a> *Know different types of land use, e.g. agriculture, housing, industrial, business, leisure, retail - <a href="#">Place</a> *How to identify land use using a digital map. - <a href="#">Scale</a> *Know similarities and differences between land use in different places in the UK and compare between Viking Britain and modern day - <a href="#">Place</a></p>

<b>Year 5</b>	<p><b>Name of unit:</b> Who's the Mummy? Ancient Egyptians</p> <p><b>Vocabulary:</b> distribution, natural resources, land use</p> <p><b>Concepts:</b> Place Sustainability</p> <p><b>Key Knowledge:</b> *Know the features of the River Nile (information leaflet) *Know about land use and the distribution of natural resources including food and water</p>	<p><b>Name of unit:</b> What does Africa do for us?</p> <p><b>Vocabulary:</b> Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, latitude, longitude, natural resources, distribution, key</p> <p><b>Concepts:</b> Space Sustainability</p> <p><b>Key Knowledge:</b> *Know how to find exact locations around the world (Digimaps) - Space *Know foods from different parts of the world and how they are produced (crops/animals) - Sustainability *Know trade links and why they are important, (economic activity) *Know the importance of fair trade and how it can be supported</p>		<p><b>Name of unit:</b> How did a King end up under a carpark?</p> <p><b>Vocabulary:</b> Ordnance Survey maps, landmarks, locations, geographer, precise</p> <p><b>Concepts:</b> Space Scale</p> <p><b>Key Knowledge:</b> *Know the 8 points on the compass – Scale, Space *Know what are 4- and 6-figure grid references and how to use them (Ordnance Survey maps) = Scale, Space *Know how to precisely describe locations, landmarks and places as a geographer, including the places where King Richard travelled to – Scale. Space</p>

		<p>*Know how natural resources (energy, food, minerals and water) are distributed - Sustainability</p> <p>*Know what lines of latitude and longitude are</p> <p>*Know how latitude and longitude tell us what the location is like</p> <p>*Know what 'time zones' are and how they affect us</p>			
<p><b>Year 6</b></p>		<p><b>Name of unit:</b> How and why is the Amazon Rainforest under threat?</p> <p><b>Vocabulary:</b> Sustainability, canopy (trees), deforestation, Northern Hemisphere, Southern Hemisphere, Eastern Hemisphere, Western Hemisphere, Tropic of Cancer, Tropic of Capricorn, climate zones, biomes</p> <p><b>Concepts:</b> Environment Change Sustainability Place</p> <p><b>Key Knowledge:</b> *Know about the world's natural resources (Amazon Rainforest) - Sustainability *Know about human influence on climate change (deforestation) - Change *Know which continents are in which hemisphere *Know the different climate zones and biomes across the world - Environment *Know the different vegetation belts in the Amazon *Know human characteristics that define Europe, North and South America - Place *Know physical characteristics that define Europe, North</p>	<p><b>Name of unit:</b> How has Ancient Greek life impacted modern life?</p> <p><b>Vocabulary:</b> topographical, Mount Olympus, Aegean Sea, climate, human &amp; physical characteristics</p> <p><b>Concepts:</b> Place Space Scale</p> <p><b>Key Knowledge:</b> *Know the location of Greece on a world map including the Greek islands – Scale, Space *Know some of the key physical and human characteristics of Greece - Place *Know some of the topographical features of Greece, e.g. Mountains, coasts etc.</p>		

**SEND – Adaptive Teaching**

- Adjust the level of challenge - **e.g provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work)**
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos) – **e.g steps to success for creating a map,**
- Provide worked (completed) and partially completed examples. – **e.g - partially completed examples of maps, completed examples of maps for children to label**
- Highlight essential content
- Re-explain a concept or explain it in a different way
- Give additional (or revisit) examples
- Use peer tutoring/collaborative learning (everyone must participate – give them roles)
- Provide additional scaffolds - **e.g – pre-teach vocabulary, ‘I do, we do, you’, chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources/fieldwork, where possible**
- Set clear targets/expectations
- Provide prompts/sentence stems - **e.g provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload)**
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) **e.g – child-friendly texts/media, where possible. When researching, use child appropriate websites**
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities)
- Provide vocabulary with visual images - **e.g - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit**
- check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration - – **e.g use of mini-plenaries to check understanding (quick quizzes)**
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. - – **e.g - give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.**
- Pre-teach vocabulary, key content etc.

**Strategies to stretch**

- **Identify and account for prior knowledge** – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn’t ‘get it’ so quickly – **e.g – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.**

<b>and challenge</b>	<ul style="list-style-type: none"><li>➤ <b>Build on interests to extend</b> - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – <b>e.g – questions to research for home learning, projects to complete for home learning</b></li><li>➤ <b>Depth of content</b> - consider what you can add to create depth, <b>e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas</b></li><li>➤ <b>Use questioning techniques to boost thinking</b> – ask open-ended questions which require higher-order thinking - <b>e.g – How.....Why.....What does this source tell us?</b></li><li>➤ <b>Consider learner roles</b> – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, <b>e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive ‘tutor’ role during group work,</b></li><li>➤ <b>Mastery</b> - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. <b>e.g - analyse and interpret sources/changes in the environment (questions – what’s this? What can we say for certain?, What can we infer?, Does this new source strengthen, amend or completely change our thinking?, What doesn't the source tell us?</b></li><li>➤ <b>Differentiated success criteria/choice of task</b> – offer a choice of tasks with a different level of challenge</li><li>➤ <b>Feedback</b> – framing feedback so pupils must take responsibility for improving their own learning – <b>e.g extend more able learners through open-ended questions when providing feedback</b></li></ul>
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