



Geography at Hurst Green

“Living, loving and learning with God”

National Curriculum 2014 – Statutory Coverage

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- Use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2 4.

Geographical skills and fieldwork

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

Key Stage 1

We challenge and support our children to carry out a number of geographical investigations through the Connected Geography learning programme which enable them to use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain in simple terms the interaction of people with their environments.

Key Stage 2 (Years 3 and 4)

In geography, learning and teaching builds on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations (which means that their understanding is based on the clear use of evidence e.g. from data they have collected and presented in a graph) and reach conclusions about topics, places and issues they have studied through the Connected Geography learning programme. Another important aspect of geography at Key Stage 2 (Years 3 and 4) is that our pupils begin to be able to see the world through the perspective of different stakeholders i.e. people and things that have an interest in or are connected to an issue or place. To this end during Key Stage 2 (Years 3 and 4) we challenge and support our children to undertake geographical investigations from Connected Geography which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery and GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach basic conclusions about the interaction of people with their environments.

Key Stage 2 (Years 5 and 6)

Connected Geography focuses on topics and big questions that extend the children's subject skills so that they are able to make judgements about things they learn both from their own personal perspective and through empathising with the position of others. In addition opportunities are provided for the children to evaluate what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in geography also involve children being able to apply what they have learned in one context to another and to understand concepts as well as more discrete areas of knowledge which they learned and understood e.g. being aware of the fact that a seaside beach is only one example of how the land meets the sea and that 'coast' (a concept or generalised set of information) refers to anywhere where the land meets the sea which may be a beach but also could well be a cliff, port, estuary, mud flat or marsh. To achieve this during Key Stage 2 (Years 5 and 6) we challenge and support our pupils to undertake Connected Geography investigations which enable them to use and apply specialised subject vocabulary, subject tools (such as GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain, reach conclusions and make judgements, evaluate, apply and hypothesise about the interaction of people with their environments.

EYFS				
Year Group	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Nursery 2 year olds	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	
3 and 4 year olds			Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.	
Reception	Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different from the one in which they live.	Explore the natural world around them Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them	Draw information from a simple map. Describe what they see, hear and feel whilst outside

Key Stage 1 Overview

Key Question	Ancillary questions and content focus	Geography National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>What is the geography of where I live? (local study)</p>	<p><i>What is geography all about?</i> <i>Whereabouts in the United Kingdom do I live?</i> <i>What does the Geographical Information System (GIS) on Google Earth tell me about the geography of the local area?</i> <i>What are the main land uses within my local area?</i> <i>How can we introduce people to the physical and human geography of our local area?</i></p>	<p>Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Small area of the United Kingdom (locality) Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>

<p>Why do we love being beside the seaside so much?</p>	<p><i>How is the seaside different from other places?</i> <i>How do people enjoy themselves at the seaside?</i> <i>What else did Sally find living in the rock pools at Wembury?</i> <i>How do people affect the beach at Wembury?</i> <i>Whereabouts in the world is Wembury?</i> <i>How have our seaside holidays changed since the 1970s?</i></p>	<p>Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>
<p>How does the weather affect our lives?</p>	<p><i>What is the weather?</i> <i>How do great artists paint the weather?</i> <i>How does the weather change through the four seasons of the year?</i> <i>Why isn't the weather the same everywhere in the world?</i> <i>How can Antarctica be a desert when it's the coldest place on earth?</i></p>	<p>Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising</p>

	<i>Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</i>	World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork	Reasoning and interpreting
Why don't penguins need to fly?	<i>Where is Pip's home and what do we find there?</i> <i>How are penguins able to survive in Antarctica?</i> <i>How does Antarctica compare with the Sahara Desert?</i> <i>How is the Arctic different from the Antarctic?</i> <i>Why are there no Polar Bears in Antarctica?</i> <i>Why do Marco and Polo find visiting each other so difficult?</i> <i>So why don't penguins need to fly?</i>	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
Why does it matter where our food comes from?	<i>Where do dairy products come from?</i> <i>Why are there so many dairy farms in Devon?</i> <i>How does Quicke's Dairy Farm in Devon make cheese?</i>	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom	Identifying Recognising Describing Observing

	<p><i>How does our list of favourite fruit and vegetables compare with the favourites of other people?</i></p> <p><i>Why is it important to know all about sugar?</i></p> <p><i>Why do John and Rob have so many happy customers at their shops?</i></p>	<p>Weather</p> <p>Seasons</p> <p>Hot and cold areas</p> <p>Physical and human geographical features</p> <p>Basic subject vocabulary</p> <p>World maps</p> <p>Atlases and globes</p> <p>Compass directions</p> <p>Satellite, aerial and terrestrial photographs and plans</p> <p>Fieldwork</p>	<p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>
<p>How does Kampong Ayer compare with where I live? (small area in a contrasting non-European country)</p>	<p><i>How does the location of Kampong Ayer compare with where I live?</i></p> <p><i>How do people's homes at Kampong Ayer compare with mine?</i></p> <p><i>How does the weather at Kampong Ayer compare with the weather where I live?</i></p> <p><i>How do people in Kampong Ayer travel around compared with how people travel around where I live?</i></p> <p><i>How does going to school in Kampong Ayer compare with my school?</i></p> <p><i>How does the natural environment around Kampong Ayer compare with the natural environment around where I live?</i></p> <p><i>How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of where I live?</i></p>	<p>Continents and Oceans</p> <p>Lines of Latitude and Longitude</p> <p>Equator</p> <p>North and South Poles</p> <p>United Kingdom</p> <p>Weather</p> <p>Seasons</p> <p>Hot and cold areas</p> <p>Physical and human geographical features</p> <p>Basic subject vocabulary</p> <p>World maps</p> <p>Atlases and globes</p> <p>Compass directions</p> <p>Satellite, aerial and terrestrial photographs and plans</p> <p>Fieldwork</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>

Key Stage 2 Years 3 & 4 Overview

Key Question	Ancillary Questions and content focus	Geography National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>Why do some earthquakes cause more damage than others?</p>	<p><i>Why won't Paula and Richard forget 22 February 2011?</i></p> <p><i>How has New Zealand been affected by earthquakes in the past?</i></p> <p><i>Why does New Zealand have so many earthquakes?</i></p> <p><i>Why don't the largest earthquakes always cause the most death and destruction?</i></p> <p><i>Why do most volcanoes happen in the same places as earthquakes?</i></p>	<p>South America</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Volcanoes</p> <p>Earthquakes</p> <p>World maps, atlases and globes</p> <p>GIS</p> <p>Plans – map symbols and key</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>Beyond the Magic Kingdom: what is the</p>	<p><i>Why is the Magic Kingdom the most popular theme park in the world?</i></p> <p><i>Where is the Magic Kingdom?</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>Florida</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p>

<p>Sunshine State really like? (region within North or South America)</p>	<p><i>Why did the great Maya civilisation of Central America come to an end?</i></p> <p><i>Why do tourists come to the Magic Kingdom from some countries and not others?</i></p> <p><i>Why is the Kennedy Space Centre in Florida?</i></p> <p><i>Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?</i></p> <p><i>How and why is the climate of the Sunshine State different from where I live?</i></p> <p><i>How to Floridians cope with hurricanes?</i></p>	<p>South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Time zones Climate zones Settlement and land use Economic activity and trade Plans – key and scale Atlases, globes and world maps Political and physical atlas maps Thematic atlas maps GIS</p>	<p>Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>
<p>Why do so many people live in megacities?</p>	<p><i>What are megacities and where are they located?</i></p> <p><i>Why did Baghdad become the first city in the world with one million people?</i></p> <p><i>Why is Milton Keynes the United Kingdom's fastest-growing city?</i></p> <p><i>Why is Brasilia the fastest-growing city in Brazil?</i></p> <p><i>How do the advantages of living in cities compare with the disadvantages?</i></p>	<p>Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Time zones Settlement and land use Economic activity and trade Plans – key and scale Atlases, globes and world maps Political and physical atlas maps</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising</p>

		<p>Thematic atlas maps</p> <p>GIS</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>How and why is my local environment changing?</p> <p>(locality study)</p>	<p><i>Why do places change?</i></p> <p><i>How has my local area changed in the past?</i></p> <p><i>How did my local area change as a result of World War I?</i></p> <p><i>How and why does the quality of the environment change in my local area?</i></p> <p><i>How do NASA satellite images inform us of environmental change on a global scale?</i></p>	<p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Settlement and land use</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>1:50 000 OS maps</p> <p>Key, symbols and scale</p> <p>Four Figure Grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>How can we live more sustainably?</p>	<p><i>What does being sustainable actually mean?</i></p> <p><i>How can we help to make our school more sustainable?</i></p>	<p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p>

	<p><i>Why are we seeing more wind and solar farms in the countryside?</i></p> <p><i>How is sustainable development helping the lapwing out of the red?</i></p> <p><i>How are solar cookers helping Sunita and her family to live more sustainably?</i></p>	<p>Natural resources</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>Why are jungles so wet and deserts so dry?</p>	<p><i>Why is climate different across the United Kingdom?</i></p> <p><i>What are the world's climates?</i></p> <p><i>How do climate graphs help geographers compare the climate of one place with another?</i></p> <p><i>How does the climate affect the plants and animals living in a place?</i></p> <p><i>Why is the jungle of the Amazon Rainforest so wet and humid?</i></p> <p><i>Why is Arica the driest inhabited place on Earth?</i></p>	<p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Climate zones</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>Thematic atlas maps</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>

Key Stage 2 Years 5 & 6 Overview

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>How do volcanoes affect the lives of people living on Hiemaey? (a region in a European country)</p>	<p><i>Where does Saethor take his dog Tiry for a walk every day?</i></p> <p><i>Where do Saethor and Tiry live?</i></p> <p><i>How do geographers describe the Westman Islands?</i></p> <p><i>How does the physical and human geography of Hiemaey compare with the area in which I live?</i></p> <p><i>Why are there so few trees on Hiemaey?</i></p> <p><i>Why are there volcanoes on Hiemaey?</i></p> <p><i>How were the people of</i></p>	<p>Europe including Russia</p> <p>Climate zones</p> <p>Volcanoes and earthquakes</p> <p>Settlement and land use</p> <p>Economic activity and trade</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Maps and plans – key, scale and symbols</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p>

	<p><i>Hiemaey affected when Eldfell erupted?</i></p> <p><i>Why do the people of Hiemaey go on living next to an active volcano?</i></p>		<p>Empathising</p> <p>Hypothesising</p>
<p>What is a river? (a region of the United Kingdom)</p>	<p><i>How does the course of the River Axe change from source to mouth?</i></p> <p><i>How does the course of my local river change from source to mouth?</i></p> <p><i>Why are river estuaries such important places for wildlife?</i></p> <p><i>Why are rivers such an important part of the water cycle?</i></p> <p><i>How has the Isle of Dogs changed since the reign of Henry VIII?</i></p> <p><i>How did Bedrich use music to describe the course of his beloved national river?</i></p>	<p>Europe including Russia</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Maps and plans – key, scale and symbols</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Rivers</p> <p>Water cycle</p> <p>Natural resources</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>

<p>Why are mountains so important?</p>	<p><i>Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</i> <i>How were the world's greatest mountain ranges formed?</i> <i>Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering?</i> <i>Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest?</i> <i>How are the Cambrian Mountains different from the Himalaya Mountains?</i> <i>Why is the climate at Tynohir such a challenge for Roy?</i> <i>Why do tourists visit the Cambrian Mountains?</i> <i>How else is the precious resource of water used in the Cambrian Mountains?</i></p>	<p>Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Atlases, globes and world maps Mountains Natural resources 1:50 000 OS maps – scale, symbols, key Four and Six Figure grid references Specialised subject vocabulary</p>	<p>Identifying Recognising Describing Observing Recall Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
<p>How is climate change affecting the world? (a region of the United Kingdom)</p>	<p><i>Why is Elhaji cleaning shoes on the streets of Banjul?</i> <i>Why can't Olivia afford to insure her home?</i></p>	<p>Europe including Russia North America South America United Kingdom Latitude and longitude</p>	<p>Identifying Recognising Describing Observing</p>

	<p><i>Why are people living in Starcross making flood plans?</i></p> <p><i>Why do Lars and Sofie disagree about how nice the weather is?</i></p> <p><i>Why are people all over the world noticing that the weather their used to is changing?</i></p> <p><i>What have the countries of the world agreed to do about global warming?</i></p>	<p>Northern and Southern Hemisphere</p> <p>Climate zones</p> <p>Economic activity and trade</p> <p>Natural resources</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Types of settlement and land use</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Specialised subject vocabulary</p>	<p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Why is fair trade fair?</p>	<p><i>Why was this road so important two thousand years ago?</i></p> <p><i>Why does Marco Polo visit the United Kingdom every eleven weeks?</i></p> <p><i>What does the United Kingdom export to the people of China?</i></p> <p><i>Why isn't trade always fair on some people such as Melvin?</i></p> <p><i>Why is fair trade fair?</i></p>	<p>Europe including Russia</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Maps and plans – key, scale and symbols</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Climate zones</p> <p>Economic activity and trade</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recall</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p>

		<p>Natural resources</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Specialised subject vocabulary</p>	<p>Reasoning and interpreting</p> <p>Synthesis</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Who are Britain’s National Parks for?</p> <p>(a region of the United Kingdom)</p>	<p><i>Why are National Parks described as Britain’s ‘breathing spaces’?</i></p> <p><i>What else makes National Parks so important?</i></p> <p><i>Why do National Parks welcome visitors?</i></p> <p><i>Why is protected land so important in South East England?</i></p> <p><i>Why are so many people attracted to The Valley of Rocks?</i></p> <p><i>Why is Merrivale such an important prehistoric site?</i></p> <p><i>Why are farmers so important in our National Parks?</i></p>	<p>North America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Maps and plans – key, scale and symbols</p> <p>Atlases, globes and world maps</p> <p>Mountains</p> <p>Types of settlement and land use</p> <p>Economic activity and trade</p> <p>Natural resources</p> <p>1:50 000 and 1: 25 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p>

		Fieldwork – observe, measure, record, present and interpret Specialised subject vocabulary	Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
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Appendix 1 - Subject specific Geography vocabulary Key Stage 1

What is the geography of where I live?

Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.

Why do we love being beside the seaside so much?

Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.

How does the weather affect our lives?

Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere.

Why don't penguins need to fly?

Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Krill; Animal; Phytoplankton; Plant; River; Waterfall; Gorge; Country; Jungle.

Why does it matter where our food comes from?

Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition.

How does the geography of Kampong Ayer compare with the geography of where I live?

Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human.

Subject specific Geography vocabulary Key Stage 2 Years 3 and 4

Why do some earthquakes cause more damage than others?

Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income.

Beyond the Magic Kingdom: what is the Sunshine State really like?

Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades

Why do so many people in the world live in megacities?

Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Isodemographic; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation.

How and why is my local area changing?

Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative

How can we live more sustainably?

Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker.

Why are jungles so wet and deserts so dry?

Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.

Subject specific Geography vocabulary Key Stage 2 Years 5 and 6

How do volcanoes affect the lives of people on Hiemaey?

Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market.

What is a river?

River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate.

Why are mountains so important?

Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh; Valley; Fodder; Environment; Pasture; Minerals; Growing season;

Silage; Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Transmission; Cost and benefit; Green; Planning; Government; Resort; Sustainable development; Sustainability.

How is climate change affecting the world?

Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Sub-tropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter Infrastructure; Embankment; Rock armour; Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel.

Why is fair trade fair?

Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market; Sustainable; Ethical.

Who are Britain's National Parks for?

National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle; Coal; Steam; Garden; Fort; House; Regatta; Village; Viaduct; Cottage; Custom; Tradition; Culture; Lifestyle; Heritage; Cultural heritage; Religion; Community; Festival; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Sea; Deciduous; Coniferous; Cliff; Channel; Glacial; Fells; Loch; Firth; Lake; Heathland; Ancient; Tarn; Coastline; Saltmarsh; Mudflats; Hill; River; Coastal; Bay; Beach; Sand dune; Gorge; Chalk; Downland; Grassland; Limestone; Drystone wall; Pot hole; Cave; Chamber; Tourists; Visitors; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Incline; Hill; Tourists; Dry valley; Stream; Rock; Shattered; Fragmented; Ice Age; Island; Scrub; Weathering; Freeze-thaw; Erosion; Pedestal; Evoke; Pastoral; Technology; Factory; Mill; Prehistoric; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Bracken; Heath; Diversify; Grassland; Marsh; Reeds; Cairn; Standing stones; Quarry; Farm; Wildlife; Species; Habitat; Beauty; Tranquillity; Land use; Economic activity; Livestock; Fodder; Government.