

Falcons Primary School Geography Learning Pathways

Reception– Year 6

Early Years Foundation Stage

Understanding the World Geography Learning Pathway Reception					
Marvellous me, magnificent you	Let’s go: Transport	Hot & Cold: From Kenya to Canada	Down on the Farm	Marvellous minibeasts	Cross curricular Links
Four-year olds					
Begin to make sense of their own life-story and family’s history.	Show interest in different occupations.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Begin to understand the need to respect and care for the natural environment and all living things.	Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people.	
Children in Reception					
Talk about members of their immediate family and community Name and describe people who are familiar to them.	Draw information from a simple map.	Recognise some similarities and differences between life in this country and life in other countries.	Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live	Understand that some places are special to members of their community. .	
Early learning Goal					
	Talk about the lives of the people around them and their roles in society	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	

Geography Learning Pathway 1 YEAR 1

TOPICS	What is it like here?	What is it like to live in Shanghai?
Places/Locations	School and know the name of the country and village, town or city in which they live.	China
Learning Objectives	- To locate the school on an aerial photograph - To create a map of the classroom - To locate key features of the playground - To draw a simple map - To investigate how we feel about our playground - To create a design to improve our playground	- To recognise physical and human features - To draw a sketch map - To name and locate some continents on a world map. To cover the five oceans. - To identify physical and human features of a non-European country. - To describe what it is like in Shanghai. - To compare Shanghai to a small area of the UK.
Key vocabulary	aerial photograph, aerial view, key, map, symbol, features, location, atlas, distance	continent, ocean, compare, similar, different, human feature, physical feature, port
National Curriculum links	<u>Geographical skills and fieldwork</u> - 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.	<u>Locational knowledge</u> - Name and locate the world's seven continents and five oceans <u>Place knowledge</u> - 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

		<u>Human and Physical Geography</u> • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>Geographical skills and fieldwork</u> • Use world maps, atlases and globes to identify the countries, studied at this key stage.
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Geography Learning Pathway 1 YEAR 2

TOPICS	Would you prefer to live in a hot or cold place?	What is it like to live by the coast?
Places/Locations	7 Continents, North & South Pole, Equator, Kenya	Seas and oceans surrounding the UK, Weymouth & the Jurassic Coast in the South of England
Learning Objectives	- To name and locate the seven continents - To locate the North and South poles - To locate the Equator on a world map - To compare the UK and Kenya - To investigate local weather conditions - To identify key features of hot and cold places	- To locate the seas and oceans surrounding the UK - To explain what the coast is - To identify the physical features of the coast - To identify human features on the coast - To investigate how people use the local coast - To present findings on how people use the local coast Additionally, to cover the Highlighted NC geographical skills and fieldwork in this Topic
Key vocabulary	globe, desert, land, arid, ice sheet, north and south pole, equator, savannah, vegetation, grasslands, rainforest, tropical, polar, temperate.	Cliff, coastline, coast, island, sand dunes, arch, mudflat, stack, bay, pier, aquarium, harbour, tourist
National Curriculum links	<u>Locational knowledge</u> Name and locate the world's seven continents.	<u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

	<u>Place knowledge</u> • 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 <u>Human and Physical Geography</u> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <u>Geographical skills and fieldwork</u> • Use world maps, atlases and globes to identify the continents.	<u>Human and Physical Geography</u> • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Geographical skills and fieldwork</u> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment. • Use world maps, atlases and globes to identify 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.
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Geography Learning Pathway 1 YEAR 3

TOPICS	Where does our food come from?	Why are rainforests important to us?
Places/Locations	Côte d'Ivoire in West Africa Some biomes; tundra, desert, savannah, tropical rainforest,	Amazon rainforest, a local woodland
Learning Objectives	• To explain the impact of food choices on the environment • To understand the importance of trading responsibly • To describe the journey of a cocoa bean • To map and calculate the distance food has travelled • To design and use data collection methods to find where our food comes from • To discuss the advantages and disadvantages of buying both locally and imported food	• To describe and give examples of a biome and find the location and some features of the Amazon rainforest. • To describe the characteristics of each layer of the tropical rainforest • To understand the lives of indigenous people living in the Amazon rainforest • To describe why tropical rainforests are important and understand the threats to the Amazon • To understand how local woodland is used using a variety of data collection methods. • To analyse and present findings on how local woodland is used.
Key vocabulary	consume, export, reliability, sustainability, distribution, trade, produce, pesticides, sample size	enquiry, equator, indigenous people, Tropic of Capricorn, Tropic of Cancer, biome, lines of latitude, deforestation, vegetation belts

National Curriculum links	<u>Locational knowledge</u> • 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 and human characteristics, countries. <u>Human and Physical Geography</u> • Describe and understand key aspects of: physical geography, including: biomes. • Describe and understand key aspects of: human geography, including: economic activity including trade links, and the distribution of natural resources including food. <u>Geographical skills and fieldwork</u> • Use maps, atlases, to locate countries and describe features studied.	<u>Locational knowledge</u> • Locate the world's countries, using maps to focus and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. <u>Human and Physical Geography</u> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. • Describe and understand key aspects of: human geography, including: types of settlement and land use. <u>Geographical skills and fieldwork</u> • Use maps, atlases, globes and computer mapping to locate countries and describe features studied. • 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.
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Geography Learning Pathway 1 YEAR 4

TOPICS	Who lives in Antarctica?	What are rivers and how are they used?
Places/Locations	Equator, Northern and Southern Hemispheres, lines of latitude, Antarctica	UK Rivers; River Severn, River Thames, River Trent, River Great Ouse, River Wye World Rivers; River Mississippi (North America), River Amazon (North America), River Nile (Africa), River Danube (Europe), River Yangtze (China), River Murray (Oceania)
Learning Objectives	- To understand the position and significance of lines and latitude - To describe the location and physical features of Antarctica - To describe the human features of Antarctica - To use four-figure grid references to plot Shackleton's route to Antarctica - To plan a simple route on a map using compass points - To follow instructions involving compass points and map a simple route	- To describe how the water cycle works - To recognise the features and courses of a river - To name and locate some of the world's longest rivers - To describe how rivers are used - To identify and locate human and physical features on a map - To collect data on the features of a local river
Key vocabulary	Climate zone, compass points, direction, hemisphere, lines of latitude, lines of longitude, four-figure grid reference, expedition, plot, artic, Antarctic circle	condensation, evaporation, floodplain, groundwater, irrigation, precipitation, river mouth, transpiration, valley, water cycle

National Curriculum links	<u>Locational knowledge</u> • Locate the world's countries, using maps concentrating key physical and countries • Identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and time zones (including day and night). <u>Human and Physical Geography</u> • Describe and understand key aspects of: physical and human geography, including: climate zones <u>Geographical skills and fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass and four grid references 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 and plans	<u>Locational knowledge</u> • Locate the world's countries, using maps concentrating key physical and human characteristics. • Name and locate counties and cities of the United Kingdom identifying human and physical characteristics including coasts and rivers and land use patterns. <u>Human and Physical Geography</u> • Describe and understand key aspects of: physical geography, including: rivers and the water cycle. • Describe and understand key aspects of: human geography, including: land use including distribution of natural resources (water). <u>Geographical skills and fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use four 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 and digital technologies.
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Geography Learning Pathway 1 YEAR 5

TOPICS	Why do people live near volcanoes?	What is life like in the Alps?
Places/Locations	Mount Kilimanjaro in Africa, Andes in South America, Himalayas in Asia, Rockies in North America, Alps in Europe Mount Etna (Sicily, Italy)	France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany, Slovenia, Local Area
Learning Objectives	- To name and describe the layers of the Earth - To explain how and where mountains are formed - To explain why volcanoes happen and where they occur - To recognise the positive and negative effects of living near volcano - To explain what earthquakes are and where they occur - To observe and record the location of rocks around the school grounds and discuss findings	- To locate the Alps on a map - To locate the key physical and human characteristics of the Alps - To describe the physical and human features of an Alpine region - To investigate what there is to do in the local area using data collection - To understand similarities and differences between the local area and an Alpine area - To understand the human and physical geography of the Alps
Key vocabulary	active volcano, dormant volcano, extinct volcano, geothermal energy, fold mountain, volcanic mountain, fault line, earthquakes, epicentre, seismic waves, man-made rock, natural rock, tectonic plate, sedimentary rock, igneous rock	enquiry, data, mountain climate, northern hemisphere, southern hemisphere, mountain range, leisure, temperate deciduous forest, fold mountain, OS map,

National Curriculum links	<u>Locational knowledge</u> • Locate the world's countries, using maps to focus on Europe including the location of North and South America, concentrating on key physical characteristics (mountains/earthquakes/volcanoes). <u>Place Knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America <u>Human and Physical Geography</u> • Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes. • Describe and understand key aspects of: 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. <u>Geographical skills and fieldwork</u> • Use topographical maps/maps atlases/globes to locate countries and describe features studied. • 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 use digital technologies.	<u>Locational knowledge</u> • Locate the world's countries, using maps to focus on Europe, 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 and mountains) 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. <u>Place knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. <u>Human and Physical Geography</u> • Describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belts and mountains. • Describe and understand key aspects of: human geography, including land use and economic activity. <u>Geographical skills and fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. • 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 digital technologies.
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Geography Learning Pathway 1 YEAR 6

TOPICS	Would you like to live in the desert?	Can I carry out an independent fieldwork enquiry?
Places/Locations	The lines of latitude; the Tropic of Cancer, Equator and Tropic of Capricorn. Mojave Desert (North America), The Atacama Desert (Calama in Chile), The Great Victoria Desert (Australia)	Local area
Learning Objectives	• To summarise the characteristics of a desert biome. • To locate and explore features of deserts. • To describe the physical features of a desert environment. • To explain the different ways humans can use deserts. • To describe some of the threats facing deserts. • To explore the similarities and differences between two physical environments.	• To develop an enquiry question • To determine the most effective data collection methods for fieldwork. • To plan a route for a fieldwork trip • To collect the data to answer the enquiry question • To determine an answer to the enquiry question • To present my findings
Key vocabulary	agriculture, arid, biome, drought, renewable energy, ranching, lines of longitude, irrigation, desertification, vegetation belts	Analyse, enquiry, impact, justify, process, recommendation, region, subjective, viewpoint

National Curriculum links	<u>Locational knowledge</u> • 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 • Locate the world's countries studied in this unit concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • 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) <u>Human and Physical Geography</u> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts • Describe and understand key aspects of: 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 <u>Place Knowledge</u> • 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 America. <u>Geographical skills and fieldwork</u> • 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.	<u>Locational knowledge</u> • Name and locate cities of the United Kingdom, geographical regions and their identifying human characteristics and land-use patterns; and understand how some of these aspects have changed over time. <u>Human and Physical Geography</u> • Describe and understand key aspects of: 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. <u>Geographical skills and fieldwork</u> • 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.
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