

# GEOGRAPHY AT ALBAN CITY SCHOOL

At Alban City School, Geography aims to promote children's curiosity and greater understanding about the world and their place within it. Geography enables children to develop knowledge and skills which are transferable to other curriculum areas and link to social, moral and cultural development. It is an investigative subject which encourages children to ask and answer questions in order to develop an understanding of concepts, knowledge and skills.

At Alban City, our intent is to inspire in children a fascination and interest in the world around them; to gain a knowledge of diverse people and places and an understanding of human and physical processes. As children progress through the school, their growing knowledge about the world helps them to deepen their understanding of the formation and use of landscapes and environments and the interaction between human and physical processes, enabling them to comment on how human activity impacts our world.

## Geographical Knowledge

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	The World	Where do I live? What's the weather?	Antarctica Rainforests	The UK	World traveller	Looking after our planet Earth's landscape	Extreme Earth Economic activity

<p style="text-align: center;"><b>The UK and the local area</b></p>	<p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p><b>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas on a map.</b></p> <p><b>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</b></p> <p><i>Know about the local area and name key landmarks, eg. St Albans Abbey, Verulamium, Clarence Park, Station etc. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.</i></p>		<p><b>Name and locate counties, cities and geographical regions of the UK and recognise their identifying human and physical characteristics.</b></p> <p><i>Describe where the UK is located and name and locate some major urban areas; locate where they live in the UK using locational terminology (NSEW) and the names of nearby counties. Locate and describe some human and physical characteristics of the UK.</i></p>		<p><b>Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</b></p> <p><i>Locate and describe several physical environments in the UK Eg coastal, mountain and how they change. Locate the UK's major urban areas, some of their distinct characteristics and how some of these have changed over time. Recognise broad land-use patterns of UK.</i></p>	

## World and Continents

Explore the natural world around them.

Know that people come from different areas around the world and that people travel to different places.

Name and locate the world's seven continents and five oceans on a globe or atlas.

*Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.*

Locate the world's countries, focusing on Europe and North and South America, on a map or atlas.

*Relate continent, country, state, city Eg identify states in North America on a map using the words of the song 'Route 66'*

**Identify the position and significance of latitude / longitude, Equator, N and S Hemispheres, Tropics of Cancer and Capricorn, Arctic/Antarctic Circles, Prime/ Greenwich Meridian, times zones, including day / night**

Locate the world's countries, using physical and political 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 places in relation to the Equator, latitude and longitude, time zone, climate, seasons and vegetation.

*Eg produce a world fruit map based on locating the origin of the fruit and relating it to their location in the world.*

## Geographical Understanding

<b>Physical themes</b>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p><b>Identify seasonal and daily weather patterns in the United Kingdom</b>  <i>Talk about the day-to-day weather and some of the features of the seasons in their locality. Show awareness that the weather may vary in different parts of the UK.</i></p>	<p><b>Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b>  <i>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</i>  <b>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, ocean, mountain, sea, river, soil, valley, vegetation, season and weather.</b>  <i>Recognise a natural environment and describe it using key vocabulary.</i></p>	<p><b>Describe and understand key aspects of physical geography including earthquakes, volcanoes, rivers, mountains and the water cycle.</b>  <i>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</i></p>	<p><b>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts</b>  <i>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Understand the relationship between climate and vegetation.</i></p>	<p><b>Describe and understand key aspects of physical geography including earthquakes, volcanoes, rivers, mountains and the water cycle.</b>  <i>Describe and understand a range of key physical processes and the resulting landscape features. Understand how a mountain range such as the Alps was formed</i></p>	<p><b>Describe and understand the key aspects of physical geography, including climate zones, biomes and vegetation belts.</b>  <i>Understand how climate and vegetation are connected in biomes Eg the tropical rainforest and the desert. Describe what the climate of a region is like and plants and how animals are adapted to it. Understand how food production is influenced by climate.</i></p>

<b>Human themes</b>	<p><b>Recognise some similarities and differences between life in this country and life in other countries.</b></p>	<p><b>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</b>  <i>Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.</i></p>		<p><b>Describe and understand key aspects of human geography, including types of settlement and land use.</b>  <i>Identify and sequence a range of settlement sizes from a village to a city.</i>  <i>Describe the characteristics of settlements with different functions eg coastal towns.</i>  <i>Eg Use Google Earth to research several major cities and describe how they are similar and different.</i></p>			<p><b>Describe and understand key aspects of human geography including economic activity, trade links and the natural distribution of natural energy resources.</b>          Know and understand what life is like in a range of settlement sizes.          Understand that products we use are imported and well as locally produced.          Explain how types of industry in the area have changed over time.          Understand where our energy and natural resources come from.</p>
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## Understanding places and connections

	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <i>Make observations about, and describe, the local area and the nearest local green space.</i></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. <i>Describe the physical and human geography of a distant place. -describe their own locality and how it is different and similar to the distant place. Eg Complete a travel document to visit a place they have studied.</i></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. <i>Explain why some regions are different from others. Eg research a coastal locality and make a travel agent style presentation to promote the human and physical characteristics of the area and how they combine to form a unique environment.</i></p>	<p>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. <i>Describe and compare similarities and differences between some regions in Europe and North or South America. <b>Establish an understanding of the interaction between physical and human processes.</b> <i>Understand how physical processes can cause hazards to people. Describe some advantages and disadvantages of living in hazard prone areas. Eg investigate the causes and impact of the 2011 Japanese earthquake</i></i></p>	<p>Understand geographical similarities and differences and change through the study of human and physical geography of the UK. <i>Understand how a region has changed and how it is different from another region of the UK Eg the site of the 2012 London Olympics, including the views of local people</i></p> <p><b>Deepen an understanding of the interaction between physical and human processes.</b> <i>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by weather and climate. Understand hazards from physical environments such as avalanches in mountain regions Explain several threats to wildlife / habitats. Eg Make an animation to show why the Amazon rainforest is</i></p>	<p>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. <i>Know information about a region of Europe and North or South America, its physical environment and climate and economic activity</i></p>
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**Geographical Skills and Enquiry**

<b>Map and atlas work</b>	Draw information from a simple map.	Use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the 7 continents and 5 oceans.	Use maps, atlases, globes and digital / computer mapping to locate and describe features studied. <i>Use an atlas to locate the UK and some major urban areas; locate where they live in the UK.</i>	Use maps, atlases, globes and digital / computer mapping to locate and describe features studied. <i>Use a map or atlas to locate some countries and cities in Europe, North and South America and some USA states. Use latitude and longitude to describe the location of the place.</i>	Use maps, atlases, globes and digital / computer mapping to locate and describe features studied. <i>Use physical and political maps to describe key physical and human characteristics of regions of the UK. Use latitude and longitude and relationship to the Equator and time zones to describe the location of the place.</i>	Use maps, atlases, globes and digital / computer mapping to locate and describe features studied. <i>Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. Use latitude and longitude to accurately locate places.</i>
		Use simple directional language (e.g. near and far; left and right), to describe the location of places in the local area. <i>E.G, After a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick.</i>	Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. <i>Describe a journey on a map using simple compass directions and locational and directional language.</i>	Use symbols and key to build their knowledge of the UK and wider world. <i>Use a simple letter and number grid; give direction instructions up to 4 compass points</i>	Use symbols and key to build their knowledge of the UK and wider world. <i>Use four figure grid references; give direction instructions up to 8 compass points</i>	Use the eight points of a compass, four and six grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the UK and wider world. <i>Use four figure and find six figure grid references. Use maps at different scales Recognise that contours show height.</i>	Use the eight points of a compass, four and six grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the UK and wider world. <i>Describe the shape of the land from contour patterns. Work confidently with a range of maps from large scale street maps to 1:50,000 maps</i>

## Fieldwork and Investigation

**Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.**  
*Use aerial photos to identify features of the locality.*  
*Draw a simple map.*  
**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**  
*Assist in keeping a weekly weather chart based on first-hand observations using picture symbols.*  
*Locate some features of the school grounds on a base map. Eg Go into the playground to observe the weather and record this with drawings.*

**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 aerial photos to identify physical and human features of a locality.*  
*Draw a simple map with a basic key of places showing landmarks.*

**Use a range of methods including sketch maps, plans and graphs and digital technologies.**  
*Make a simple sketch map.*  
*Present information gathered in fieldwork using a simple graph.*  
*Use digital maps to identify familiar places eg Google Earth*  
**Use fieldwork to observe, measure, record and present the human and physical features in the local area.**

**Use a range of methods including sketch maps, plans and graphs and digital technologies.**  
*Make a map of a short route with features in the correct order and places.*  
*Make a simple scale plan of a room.*  
*Use the zoom function of a digital map to locate places.*  
*Present information gathered in fieldwork in a simple graph.*  
**Use fieldwork to observe, measure, record and present the human and physical features in the local area.**

**Use a range of methods including sketch maps, plans and graphs and digital technologies.**  
*Make sketch maps of areas using symbols, a key and a scale*  
*Use digital maps to investigate features of an area*  
*Present information gathered in fieldwork using a range of graphs*  
**Plan and carry out a fieldwork investigation using appropriate techniques and present findings.**

**Use a range of methods including sketch maps, plans and graphs and digital technologies.**  
*Make sketch maps of areas using symbols, a key and a scale*  
*Plan an investigation to find out how an area is changing using a range of digital sources*  
**Plan and carry out a fieldwork investigation using appropriate techniques and present findings.**