SPARK
EDUCATION TRUST

Whinstone Primary School

GEOGRAPHY CURRICULUM

Geography Intent

At Whinstone Primary School, our geography curriculum is designed with the intent to foster a strong cultural understanding, develop critical thinking skills, and instil a profound appreciation for the world in our children. It is important that the children on Whinstone go on to become citizens of the world.

We aim to:

- **Cultivate Geographical Knowledge**: Provide learners with a robust understanding of their local area alongside the wider world, including physical, human, and environmental geography. Geographical understanding will be formed to help them understand the world around them and ask questions about problems our world may encounter in the future.
- **Promote Skills and Enquiry**: Encourage curiosity and questioning through investigative learning that enables our children to interpret geographical information, make inferences and construct explanations about their surroundings. Our FIELD process enables our children to ask the right questions and work as Geographers. We plan our 3D curriculum to include horizontal, vertical and diagonal links between year groups.
- **Connect with Global Issues**: Equip children with the knowledge to understand contemporary global challenges, including climate change and sustainability, and encourage them to become responsible global citizens.
- **Experiential Learning Opportunities**: Enrich our children's' learning experiences by integrating fieldwork, environmental activities, and the use of technology to engage with real-world geographical scenarios.
- **Inclusivity and Diversity**: Ensure that our curriculum reflects and respects diverse cultures and perspectives, fostering an inclusive environment that values the contributions of all learners.

Geography Implementation

Our geography curriculum is implemented through a well-structured, progressive scheme of work that aligns with the National Curriculum and best practices identified by Ofsted. This includes updating our teaching and learning methods using the latest research.

Key elements include:

- **Curriculum Design**: Our curriculum ensures coverage of key concepts, skills, and topics across each year, with well-defined knowledge and skills that build cumulatively from EYFS to Year 6. Our curriculum is broad, balanced and ambitious for all of our children.
- **Active Learning**: Lesson plans incorporate hands-on activities, group projects, and discussions that encourage collaboration, creativity, and critical thinking.
- **Fieldwork Experiences**: Regular field trips are organised to local landmarks, natural environments, and urban settings to provide context and depth to classroom learning. These excursions are linked to classroom teaching, allowing children to apply their geographical skills in real-life situations. Children use the data they have gathered to analyse real life problems and come up with their own solutions.
- **Use of Technology**: We integrate GIS software, online mapping tools, and virtual field studies, engaging children with contemporary geographical methodologies and making learning interactive.
- **Assessment and Feedback**: Ongoing formative assessments, including quizzes and practical activities, are used to monitor progress and tailor instruction to meet individual children needs.
- **Professional Development**: Teachers participate in regular training and collaborative planning sessions to enhance their pedagogical knowledge and ensure the delivery of high-quality geography education.

Geography Impact

The impact of our geography curriculum is evidenced through:

- **Academic Achievement**: Children demonstrate a strong grasp of geographical concepts and skills, with assessment outcomes reflecting significant progress and attainment in line with national expectations.
- **Engagement and Enthusiasm**: Pupil surveys and classroom observations indicate high levels of engagement and enthusiasm for geography, with children expressing a desire to learn more about the world and their place within it.
- **Skill Development**: Children develop critical skills such as enquiry, problem-solving, and analytical thinking, evidenced in their ability to apply knowledge in new contexts and communicate their ideas effectively.
- **Social Responsibility**: Learners demonstrate an understanding of global issues and contribute thoughtfully to discussions about environmental sustainability and cultural respect, showing a commitment to responsible citizenship.
- **Parental and Community Involvement**: We actively involve parents and the community through workshops, exhibitions, and local projects, further embedding geographical understanding and learning beyond the classroom.

Through our dedicated approach to geography education, Whinstone Primary School ensures that children not only acquire knowledge but also develop a lifelong interest in exploring and understanding the world around them. This comprehensive intent, implementation, and impact strategy aligns seamlessly with Ofsted's outstanding criteria and reflects our commitment to providing an exceptional geography education.

GEOGRAPHY CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Understanding the World** (People and Communities) -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -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. **Understanding the World** (The Natural World) -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons. **'Y1 ready' - bridging statements** -Observe differences between humans and natural world constructed around them. -Discuss and describe their local environment including where they live and places their visit. -Observe and name animals in the local habit e.g. minibeast hotel and outdoor areas.					
Year 1	Fieldwork - Locality – What is it like in our local park? Location Human Geography		Your world and my school – Is our school our world? Location Physical Geography		Animals and their habitats – Where do animals live? Climate Physical Geography	
Year 2	Fieldwork - Weather and Climate -What is the weather like near me? Climate Physical Geography		Journeys – Where does my food come from? Climate Sustainability Human Geography		My local area and Luxor Egypt – How does my area compare to Luxor, Egypt? Climate Human Geography Physical Geography	
Year 3		Fieldwork – Why should we look after the bees? Climate Sustainability		The United Kingdom – How do we work as Geographers in the UK? Location Physical Geography Human Geography		Fieldwork - Land Use – How is land used in our region? Location Sustainability

Year 4	Locality Unit - Why is the River Tees so important? Human Geography Physical Geography		Hazards – Is the Earth a dangerous place to live? Physical geography Human geography		My Region and Campania, Italy – How do our areas differ? Location Climate Physical and Human geography	
Year 5		My Region and… A comparison with Dubai Human Geography Physical Geography Climate Sustainability		Study of the Alpine Region – Where should we go on holiday? Climate Human geography Physical geography		The USA – Why should we visit the Western United States? Location Human Geography Physical Geography
Year 6	UK Depth Study- What is the economic activity of the UK and how sustainable is it? Human Geography Sustainability		Fieldwork - Sustainability – How can our school reduce plastic waste? Location Sustainability Human's impact on physical geography		South America – How does the Amazon impact people's lives? Climate Human geography Physical geography	

EARLY LEARNING GOALS AND CURRICULUM AIMS

Geography EYFS Curriculum Overview

Early learning goals that link to Geography are:

Understanding of the world educational programme (taken from the EYFS Framework 2024)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Understanding the world

ELG People, culture and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

In foundation stage the children:

- Look at and talk about where they live.
- Learn that they live in or near Ingleby Barwick, which is in England.
- Talk about different places that they visit e.g. the park, the beach, the farm, and can talk about some of the similarities and differences.
- Explore maps and make their own maps (often linked to stories such as 'We're Going on a Bear Hunt').
- Listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different.
- Explore different places through some of our topics (eg animals - explore the different places they might live; food, culture and landmarks in different countries; festivals/celebrations – learn about celebrations in other countries and this country like Chinese (Lunar) New Year, Diwali, Eid).
- Have maps accessible and on display.

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:

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
- 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:

<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
- 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)

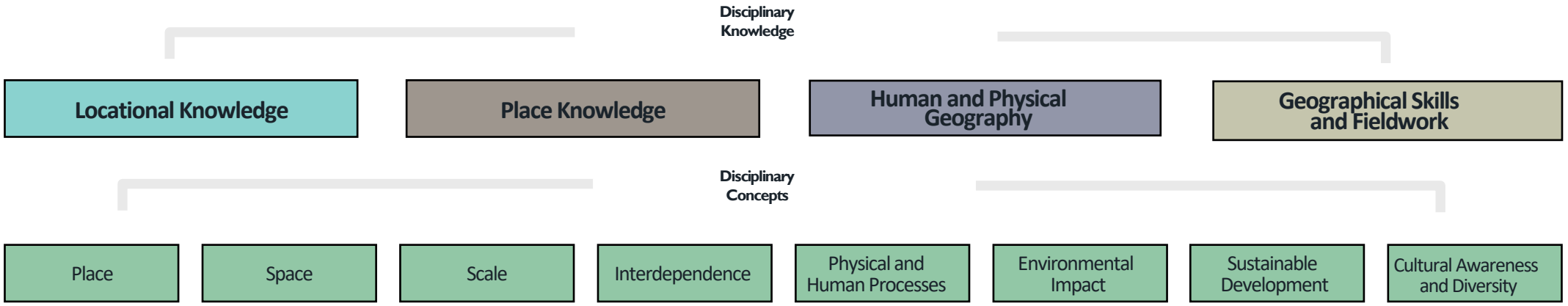
<u>Place knowledge:</u>

- 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 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

<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

Geography Progression of Skills – Whinstone Primary School



KS1

	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
	Place	Space	Scale	Physical and Human Processes	
Year 1 What is it like in our local park? Is our school our world? Where do animals live?	I can understand that places can have meaning to people. I can describe in some detail the local area and distant locations' features using images to support answers. I can describe in some detail the local area and distant locations' features using images to support answers. I have some sense of what animals eat and the dangers (human or physical) animals might encounter.	I can identify some key human and physical features of my local area. I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas. I can locate some major cities, oceans and continents on a UK and world map. I can use a world map, atlas or globe to name and locate the seven continents and five oceans. I can identify and name the relevant continents.	I can understand how my local park fits within my local area. I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street. I can name most of the nations and capitals of the UK. I can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area. I can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. I can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. I can make comparisons when prompted with the weather in your area. I will identify seasonal weather patterns.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features. I can collect and record simple data. I can present simple data in a chart.

	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Year 2 What is the weather like near me? Where does my food come from? How does my area compare to Luxor, Egypt?	I can understand that places can have meaning to people. I can demonstrate locational awareness, name their local area, and that they live in the UK. I know that weather can be different in different parts of the UK.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas.	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico/Norway is a North American/European country. I can name the capitals of the UK. I can use an atlas to name and locate on a map the four countries and capital cities of the UK.	I can understand the differences between weather and climate. I know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. I know that weather can be different in different parts of the UK. I start to give reasons why the UK has the weather it does (e.g. wind). I can understand that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator. ***Cultural Awareness and Diversity:*** I can understand the similarities and differences between my country and other countries.	I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.

KS2

	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
	Place	Space	Scale	Physical and Human Processes	I can use atlases, maps and globes to locate places and identify geographical features studied. I can use digital maps to observe, record and present the human and physical features in my local settlement using a sketch map. I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.
Year 3 Why should we look after the bees? How do we work as Geographers in the UK? How is land used in our region?	I can understand that places can have meaning to people. I can understand that people can choose to use land differently, and I can give some examples. I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial. I can identify the location of	I understand that hamlets, villages, towns and cities are settlements of different sizes. I can understand how my region is an area within England with different-sized settlements. I can understand that my local settlement is within a region of	I can understand how bees are involved in physical processes. ***Environmental Impact:*** I can understand how land use impacts the survival of bees. I can understand how personal choices on how to use land impact the environment. ***Sustainable Development:*** I can suggest how to make the school locality more environmentally friendly.	

	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
	I can demonstrate locational awareness, name their local area, and that they live in the UK. I can describe a local natural environment and use a range of good vocabulary.	my settlement and region in England and the key human and physical features. I can understand and describe human geography, including types of settlement and land use.	England, which is a country within the continent of Europe.	I understand human processes in the UK, including settlements and land use. ***Interdependence:*** I understand that UK settlements rely on different areas of land use to thrive.	I can carry out a geographical enquiry using fieldwork and observational skills. I can record data. I can analyse data and evaluate fieldwork. I can devise a simple map using information learnt from a geographical enquiry. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt.
Year 4 Why is the River Tees so important? Is the Earth a dangerous place to live? My Region and Campania, Italy – How do our areas differ?	I can understand that physical features are significant within the local area in which they are located. I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and Campania/South Aegean and give some examples.	I can identify the location of a river in my region. I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. I can identify some key physical features and settlements in Campania/South Aegean. I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and	I can understand how my region is an area within England with different-sized settlements. I can understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes. I can understand that England and Italy/Greece are countries within the continent of Europe.	I can identify the key features of the River Tees, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers. I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. I can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc.	I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present my data using graphs and charts. I can analyse my data and explain what I have learnt. I can use atlases, maps and globes to locate places and describe geographical features studied. I can use digital maps to observe, record and present the human and physical features in my local settlement accurately. I can use the eight points of a compass, four and six- figure grid references, symbols and key, to build my knowledge of my local settlement.

	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
		Antarctic circles and the Prime/Greenwich Meridian.		I can describe some advantages and disadvantages of living in hazard-prone areas. I can use simple geographical vocabulary to describe significant physical features and talk about how they change. I can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts). I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece. I understand human processes in my region and Campania/South Aegean, including settlements and economic activity. ***Cultural Awareness and Diversity:*** I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	
Year 5 My Region and… A comparison with Dubai Where should we go on holiday? Why should we visit the Western United States?	I can describe key physical and human characteristics and environmental regions of Europe. I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments I can locate and describe	I can identify the location of my region in England and the key human and physical features.	I can understand that Dubai is a country within the Middle East. I can understand the climate zone in Dubai.	I can understand that physical processes are the natural forces that change Earth's physical features. I can describe and begin to explain hazards from physical	I can use atlases, maps and globes to locate places and describe features studied. I can use maps to locate the Alps and identify the physical features of the region.

	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
	I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	I can identify some of the countries of the Middle East and the geography of Dubai. I cam give examples of the homogeneity of Dubai's landscape. I can identify how physical geography and climate can affect the population of Dubai. I can identify some of the countries of North/South America and their capital cities. I can give examples of how the landscape in the Western US varies massively, e.g. climate zones, vegetation belts and biomes. I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA / Dubai	I can make comparisons between my country and Dubai in terms of the size of land and population. I can understand that the USA is a country within the North American/South American continent. I can understand that Western USA are regions within the USA. I understand that there are states, cities, and towns within the West Region of the USA. I can make comparisons between my country and the USA in terms of the size of the land and the population.	environments and their management, such as avalanches in mountain regions. I can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). I can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA. I can understand how tectonic movement has shaped the Earth's surface. I understand human processes in my region and Western USA, including settlements and economic activity. ***Cultural Awareness and Diversity:*** I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	

	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Year 6 What is the economic activity of the UK and how sustainable is it? How can our school reduce plastic waste? How does the Amazon impact people's lives?	I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region. I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area I can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. I can illustrate how human activity is influenced by climate and weather. I can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).	I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and landmarks. I can name and locate types of industry in the area and give reasons why they have changed over time. I can describe and give reasons for local land use and suggest how this might change in the future. I can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.	I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe. I can locate cities, countries and regions of South America on physical and political maps. I can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). I can identify and locate a national or international environmental issue and explain why it is an issue	I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I can explain how economic activity in the United Kingdom has changed over time. I can understand that human actions can disrupt the natural physical processes on Earth. I can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. I can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). I can compare the Amazon and Alpine regions, identifying similarities and differences ***Interdependence:*** I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that events in other places can impact the UK.	I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt. I can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.

	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
				I can understand that what happens in the United Kingdom can impact other places. I can understand that events in other places can impact the UK. I can understand that the actions of individuals can have a large-scale impact. ***Environmental Impact:*** I can outline the environmental impact caused by different economic activities in the UK. I can explain the impact that plastic waste has on the environment. ***Sustainable Development:*** I can use facts and evidence to judge the sustainability of economic activity in the UK. I can make suggestions on how the school can reduce the impact it is having on the environment. I can identify and justify deforestation as an environmental issue. .	

1) GEOGRAPHY KEY VOCABULARY YEAR 1

	Autumn	Spring	Summer
Year 1	What is it like in our local park?	Is our school our world?	Where do animals live?
	aerial plan, aerial view, cardinal points, collection methods, compass, data, directions, fieldwork, investigation, journey, local, maps, observation, pictogram, position, record, route, symbols, tally char	address, autumn, cold, city, find, globe, hot, land, map, seasons, spring, street, summer, town, village, weather, winter, above, aerial view, bird's eye view, climate, continent, design, equator, harvest, hibernate, landscape, mild, North pole, South pole, temperature, temperate	World, continent, Europe, Africa, North America, South America, Oceania, Asia, Antarctica, equator, North Pole, South Pole, Southern Ocean, polar, emperor penguin, weather, red panda, sea/ ocean, reef, whale shark, savannah

GEOGRAPHY KEY VOCABULARY YEAR 2

	Autumn	Spring	Summer
Year 2	What is the weather like near me?	Where does my food come from?	How does my area compare to Luxor, Egypt?
	analyse, atmosphere, axes, bar chart, climate, climate zone, equator, evaluate, forecast, key, meteorologist, mild, okta, pictogram, poles, precipitation, present, rain gauge, reflect, table, temperate, temperature, thermometer, symbol, weather, weathervane	High street, shops, supermarket, market, farm, local, locality, fast food, frozen food, fresh food, food story, plant, raw ingredients, change (processed), packet, factory, flat, hilly, mountainous, stream/river, coastal, eggs, chickens, wheat barley, cow, milk, pig, pork pie, oats, oatcakes, traditional, United Kingdom, Wales, Scotland, Northern Ireland	aerial photograph, ancient civilisation, atlas, beach, capital, characteristics, city, cli-, climate, coast, compass, continent, country, equator, factory, farm, fieldwork, forest, harbour, hill, house, key, landmark, locality, location, map, mosque, mountain, North Pole, ocean, office, port, river, sea, season, shop, soil, South Pole, symbol, temperate, temple, Thebes, tomb, town, valley, vegetation, village, weather

GEOGRAPHY KEY VOCABULARY YEAR 3

	Autumn	Spring	Summer
Year 3	Why should we look after the	How do we work as Geographers in the UK?	How is land used in our region?

	bees?		
	analyse, bar chart, biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis	aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, eastings, elevation, factory, farm, forest, harbour, hill, house, human processes, landmark, landscape, land use, locality, location, map, mountains, northings, ocean, office, pattern, physical, population, processes, region, river, rural, scale, shop, symbol, topographical, urban, valley, village.	analyse, block graph, city, evaluate, facilities, hamlet, land use, pictogram, population, raw materials, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village

GEOGRAPHY KEY VOCABULARY YEAR 4

Year 4	Autumn	Spring	Summer
	Why is the River Tees so important?	Is the Earth a dangerous place to live?	My Region and Campania, Italy – How do our areas differ?
	Transport, erosion, deposition, v-shape, u-shape, valley, waterfall, industry, settlement, reservoir, meander,	Earthquake, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, Mid-Atlantic Ridge, active, dormant, extinct, 'Ring of Fire', tsunami, Richter Scale, magnitude, tsunami	Aerial photograph, agriculture, Arctic Circle, atlas, beach, capital, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, peninsula, region, river, rural, scale, shop, tropic of Capricorn, tropic of Cancer, urban, valley, village, volcano, weather

GEOGRAPHY KEY VOCABULARY YEAR 5

	Autumn	Spring	Summer
Year 5	My Region and… A comparison with Dubai	Where should we go on holiday?	Why should we visit the Western United States?
	Human feature, physical feature, rural, settlement, urban, landform, landmarks, topography, Middle East, inhospitable, UAE, skyscraper, cladding, economy/economic, real estate, trade, financial services, vegetation, climate engineering	Continent, country, region, Settlement, city, town, village Human features, Physical features, River, Mountain, Lake, longitude, latitude, tropic of cancer, north, south, east, west, Names of continents and relevant European countries and regions, industry, agriculture, tourism, avalanche.	accumulation, aerial photograph, arctic circle, atlas, biome, capital, characteristic, city, climate, climate zone, condensation, continent, conurbation, country, county, desert, earthquake, economic activity, economy, environment, equator, fieldwork, global, gross domestic product (GDP), hemisphere, industry, infiltrate, land use, landmark, latitude, locality, location, longitude, manufacturing, map, megacity, metropolis, mineral, mining, mountain range, pattern, peak, physical processes, plate tectonics, plateau, population, population density, precipitation, quarrying, raw materials, real estate, region, river, run off, scale, significance, summit, symbol, tectonic plates, temperate, time zone, topographical, trade, transpiration, tropic of Cancer, tropic of Capricorn, valley, variation, vegetation, vegetation belt, village, volcano, water cycle, weather

GEOGRAPHY KEY VOCABULARY YEAR 6

	Autumn	Spring	Summer
Year 6	What is the economic activity of the UK and	How can our school reduce plastic waste?	How does the Amazon impact people's lives?

	how sustainable is it?		
	agriculture, artificial intelligence, automation, capture, chart, consumption, contaminate, controversial, desalination, disposal, drought, economy, economic activity, efficient, element, energy, environmental, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hierarchy, hydrologist, import, industry, industrial land, interview, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfal, sustainable, source, tax, topography, urban, virtual water, waste	audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic	Continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, longitude, latitude, north, south, east, west, weather, climate, seasons, forest, rainforest, primary and secondary source, human and physical features, city, state, rainforest, settlement, tribe, indigenous, shifting cultivation, agriculture, , deforestation.

Geography Assessment Criteria:

Year 1 – What is it like in our local park?

Working Towards	Expected	Greater Depth
I know about the local area and name key landmarks, such as the nearest local green space I can talk about a natural environment, naming its features using some key vocabulary. I can locate places on a map of the local area using locational and directional language	I know about the local area, and can name and locate key landmarks I recognise a natural environment and describes it using key vocabulary. I can describe a journey on a map of the local area using simple compass directions and locational and directional language	I know the local area and its physical and human geography I can recognise different natural environments, and can describe them using a range of key vocabulary. I can describe a journey on a map of the local area, locating features and landmarks seen on the journey

Year 1 – Is our school our world?

Working Towards	Expected	Greater Depth
I start to compare the local area to distant locations. I can describe geographical features but rely on images to support their answers. I can locate London, possibly name some parts of the UK and maybe some oceans/continents. I can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and Poles.	I can compare the local area to distant locations. This might be naming key landmarks I can describe in some detail the local area and distant locations' features using images to support answers. I can name most of the nations and capitals of the UK, and locate some major cities, oceans and continents on a UK and world map. I use appropriate vocabulary in relation to the human and physical features of local and distant locations.	I can compare the local area with confidence to distant locations I can describe the local area and distant locations' features from memory and with accuracy when using images. I can locate the UK capitals and nations, numerous major cities, oceans and continents on a UK and world map. I can use appropriate vocabulary in relation to the human and physical features of local and distant locations. I can use a world map, atlas or globe to recognise and name many continents and oceans. Use a UK wall map or atlas to locate and confidently identify the four countries and capital cities of the UK.

Year 1 – Where do animals live?

Working Towards	Expected	Greater Depth
I can use a world map, atlas or globe to recognise and name some continents and oceans. I can talk about the weather and some of the features of the seasons. The child can show awareness that the weather may vary in different parts of the world. I can describe an aspect of the physical and human geography of a distant place. I can describe some of the landscapes that different animals might live in, focusing on the animals studied in the unit.	I can use a world map, atlas or globe to name and locate the seven continents and five oceans. I can identify seasonal weather patterns. I can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. I can describe the physical and human geography of a distant place. I can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit. I have some sense of what the animals eat and the dangers (human or physical dangers) the animals might encounter. I can use a wall map or atlas to locate and identify countries taught in the unit.	I can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. I can confidently describe the physical and human geography of a distant place. I can recognise different natural environments and describe them using a range of key vocabulary. I can describe some of the landscapes that different animals might live in, focusing on the animals studied in the unit. The child should be able to relate the landscapes to the animals' foods and the dangers (human or physical) that the animals might encounter. I can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. I can ask questions about key locations and animals studied

Year 2 - What is the weather like near me?

Working Towards	**Expected**	**Greater Depth**
I can look at the sky and notice if it is sunny, cloudy, rainy, or windy, but I need help to use the right weather words. I can make marks or drawings to show what the weather is like today,	I can use words like sunny, cloudy, rainy, and windy to describe the weather near me. I can record the weather using simple charts, drawings, or symbols and write short labels.	I can describe the weather using more detail, such as "partly cloudy" or "light rain," and compare it to other days.

but I need support to write or use symbols correctly. I can try to use tools like a thermometer or rain gauge with help, but I am still learning what they measure. I can say what the weather is like now, but I find it hard to talk about how it changes over a day or week.	I can use tools like a thermometer or rain gauge with support and say what they measure. I can talk about how the weather changes during the day and over a few days.	*I can record the weather accurately using tables or charts and explain what my results show.* I can use weather tools independently and explain why they are useful for measuring weather. I can explain simple patterns in the weather and suggest reasons why the weather might change.

Year 2 - Where does my food come from?

Working Towards	**Expected**	**Greater Depth**
I can name the four countries of the UK. I can recognise a local natural environment (animals and plants) and describe it using key vocabulary. I can begin to explain that everyday food products have been changed (processed) before it is packed/bought. I can talk about a human and physical environment, such as farmland or the local area, naming some features using some key vocabulary. I can use photographs and plan perspectives to recognise landmarks and basic human and physical features.	I can use an atlas to name and locate on a map the four countries and capital cities of the UK. I can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary. I can describe and explain that everyday food products (animal and plant) have been changed (processed) before they are packed/bought. I can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. I can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.	I can confidently use an atlas to name and locate on a map the four countries and capital cities of the UK. I can describe in detail a local natural environment (relating to animals and plants) and use a range of good-quality key vocabulary. I can describe and explain many food products (animal and plant) and the processes they have undergone before they are packed/bought. I can talk with good confidence about a range of human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming landmarks, features and using geographical vocabulary. I have some sense of UK regions and can say the region they are in.

		I can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.

Year 2 - How does my area compare to Luxor, Egypt?

Working Towards	Expected	Greater Depth
I can find my local area on a map with help, but I need support to find Luxor, Egypt. I can say one simple difference between my area and Luxor, like "Luxor is hot," but I need help to explain more. I can use some words like "hot" or "near a river," but I need help to use words like "climate" or "landscape." I can talk about what I see in pictures of Luxor and my area, but I need help to say how they are different or similar.	I can find my local area and Luxor, Egypt on a map and say which country they are in. I can describe some differences between my area and Luxor, such as weather, buildings, and land. I can use words like "climate," "river," and "desert" to describe Luxor and my local area. I can compare my area and Luxor by talking about things like weather, homes, and physical features.	I can find my local area and Luxor on a map, name the continent they are in, and explain how far apart they are. I can explain why Luxor is hotter and drier than my area and give examples of how this affects life there. I can use words like "climate," "population," and "landscape" accurately when comparing the two places. I can give detailed comparisons and suggest reasons for differences, like why houses look different in Luxor.

Year 3 – Why should we look after the bees?

Working Towards	Expected	Greater Depth
I can say why bees are important, like helping plants grow or making honey. I can name some places where bees live, like gardens or parks.	I can explain why bees are important for plants, food, and the environment. I can describe the types of places bees need to survive, like wildflower meadows and gardens.	I can explain in detail why bees are important for pollination and how this helps plants, animals, and people. I can describe the features of places that support bee habitats and explain why some areas are better than

I can say one thing that is bad for bees, like pollution or cutting down flowers. I can use pictures or simple maps to show where bees might live near my school or home.	I can explain how human actions, like pollution or farming, can help or harm bee populations. I can use maps, drawings, or data to show where bees live and how we can protect them.	others. I can discuss how human actions affect bees and suggest realistic ways we can help protect them. I can use maps, diagrams, and written explanations to show how bee-friendly environments can be created or improved.

Year 3 - How do we work as Geographers in the UK?

Working Towards	Expected	Greater Depth
I can find my town or city on a simple map with help, but I need support to use an OS map. I can recognise a few map symbols, like roads or rivers, but I need help to use a key to find more. I can try to use a 4-figure grid reference with help, but I find it hard to read the numbers correctly. I can name some features I see on a map, like hills or buildings, but I need help to explain where they are.	I can use an OS map to find my local area and name some nearby places. I can use a map key to identify common symbols like roads, rivers, and churches. *I can use 4-figure grid references to find features on an OS map with some accuracy.* *I can describe the location of features using compass directions and simple map language.*	I can use an OS map confidently to locate places and explain their position using compass points and scale. I can interpret a wide range of OS map symbols and explain what they show about the area. I can use 4 and 6-figure grid references accurately to pinpoint features on an OS map. I can describe and compare physical and human features in detail using map evidence and geographical vocabulary.

Year 3 - How is land used in our region?

Working Towards	Expected	Greater Depth
I can name one or two types of land use, like houses or shops, but I need help to find more examples. I can look at a simple map and spot some buildings, but I need help to understand what the symbols mean. I can draw or write about what I see in our local area, but I need help to sort land use into groups. I can say what I see in one place, but I need help to compare it with another part of our region.	I can name different ways land is used, like for homes, shops, parks, and farms. I can describe how people use land near my school or home. I can use a map to show different land uses in our region. I can explain why some places are used for farming and others for building houses.	I can compare how land is used in different parts of our region and explain why it might be different. I can use maps to investigate land use and present my findings clearly. I can explain how land use has changed over time and suggest reasons for the changes. I can give my own ideas about how land in our region could be used better and explain my reasons.

Year 4 - Why is the River Tees so important?

Working Towards	Expected	Greater Depth
I can identify where the River Tees is located and name some key places along its course. I start to describe how the River Tees is used by people and why it matters to local communities. I start to explain how the River Tees changes from source to mouth and what features are found along the way. I can give a reason why the River Tees is important	I can locate the River Tees on a map and describe its journey from source to mouth, including key features like High Force waterfall and the estuary. I can explain how the River Tees is used by people (focusing on settlement and trade). I can describe how the River Tees affects the environment and why it is important for wildlife. I can use geographical vocabulary and facts to explain why the River Tees is	I can explain how the River Tees changes from source to mouth using detailed geographical vocabulary and examples of physical features. I can compare how the River Tees is used in different areas (e.g. upper vs lower course). I can evaluate why the River Tees is important by linking its physical features, human uses, and environmental impact together in a clear explanation. I can present my ideas clearly and creatively on my poster, using maps, diagrams, and written explanations to show deep understanding of the River Tees.

	important and present my ideas clearly on my poster.	

Year 4 - Is the Earth a dangerous place to live?

Working Towards	Expected	Greater Depth
I can name some natural dangers like earthquakes, floods, and volcanoes. I can say what might happen when a natural disaster occurs. I can find places on a map where dangerous events sometimes happen. I can talk about how people try to stay safe during natural disasters.	I can describe different types of natural disasters like earthquakes, floods, and volcanoes. I can explain what happens during a natural disaster and how it affects people and places. I can use maps to find places where natural disasters happen around the world. I can describe ways people prepare for and respond to natural disasters.	I can explain how different natural disasters happen and compare their effects on people and places. I can use maps, data, and research to find out where natural disasters are most likely to happen and why. I can describe how people prepare for and respond to natural disasters in different parts of the world. I can suggest ways communities can reduce the impact of natural disasters and explain my ideas clearly.

Year 4 - My Region and Campania, Italy – How do our areas differ?

Working Towards	Expected	Greater Depth
I can find my region and Campania on a map. I can name some things that are different between my region and Campania, like weather or buildings. I can say what it is like to live in my region and what I think Campania might be like.	I can describe where my region and Campania are and what they are like. I can compare the weather, landscape, and buildings in both places. I can explain how people live and work in my region and in Campania. I can use maps and pictures to help me compare the two regions.	I can compare physical and human features of my region and Campania, and explain how they affect daily life. I can use maps, photos, and data to explore similarities and differences between the two regions. I can explain how climate, landscape, and culture influence how people live in each place.

I can talk about how people live in both places and what jobs they might do.		I can suggest reasons why people might choose to live or visit one region instead of the other.

Year 5 – My Region and… A comparison with Dubai

Working Towards	Expected	Greater Depth
I can describe some basic differences between Dubai and the UK, such as climate or buildings.	I can compare the climate, landscape, and buildings in Dubai with those in the UK, using geographical vocabulary.	I can compare Dubai and the UK in detail, using climate data, population facts, and land use to explain how and why they are different.
I can name one method of climate engineering, like cloud seeding, and say what it tries to do.	I can explain how climate engineering, like cloud seeding, is used in places like Dubai to change weather patterns.	I can explain how climate engineering works and evaluate its impact on people and the environment in different places.
I can give one reason why climate engineering might be helpful and one reason it might be a problem.	I can give reasons why climate engineering might be useful and explain some risks or problems it could cause.	I can discuss the advantages and disadvantages of climate engineering, using examples and considering different points of view.

Year 5 - Study of the Alpine Region – Where should we go on holiday?

Working Towards	Expected	Greater Depth
I can describe some key physical and human characteristics of Europe.	I can describe key physical and human characteristics and environmental regions of Europe.	I can locate places and regions of Europe and can identify the distinct characteristics of some regions.
I can describe some key physical processes and the resulting landscape features, e.g. understand the	I can describe and understand a range of key physical processes and the resulting landscape features.	I can describe, compare and contrast key physical and human

characteristics of a mountain region and how it was formed. I know and share information about a European region and understand that a region such as the Alps is unique. I can explain some ways a biome is valuable and under threat from human activity. I can understand how human activity is influenced by climate and weather. I can understand hazards from physical environments such as avalanches in mountain regions.	I can understand how a mountain region was formed. I know information about a region of Europe and its physical environment and climate, and economic activity. I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. I can understand how human activity is influenced by climate and weather. I can understand hazards from physical environments and their management, such as avalanches in mountain regions.	characteristics, and environmental regions of Europe. I can describe and understand some key physical processes and the resulting landscape features. I can understand how fold mountain regions are formed. I can understand the importance of a region in Europe its human and physical environment, and how they are connected. I can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. I can understand how human activity is influenced by climate and weather. I can understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. I can understand that no one type of energy production will provide all our energy needs.

Year 5 - Why should we visit the Western United States?

Working Towards	Expected	Greater Depth
I can find the Western United States on a map. I can name some places or landmarks in the Western United States.	I can locate the Western United States on a map and name some of its states. I can describe physical features like mountains, deserts, and coastlines found in the Western U.S.	I can explain how the physical and human features of the Western U.S. attract different types of visitors. I can use maps, data, and research to explore what makes the Western U.S. unique.

I can describe what the weather is like in some parts of the Western United States. I can say one or two reasons why someone might want to visit the Western United States.	I can explain why people might want to visit places in the Western U.S., like national parks or cities. I can compare the Western U.S. with where I live and describe some differences.	I can compare tourism in the Western U.S. with tourism in my region and explain the reasons for differences. I can suggest how tourism affects the environment and people in the Western U.S. and give ideas to make it more sustainable.

Year 6 - What is the economic activity of the UK and how sustainable is it?

Working Towards	Expected	Greater Depth
I can name some types of jobs people do in the UK, like farming, working in shops, or making things. I can say where some jobs happen, like in cities or the countryside. I can talk about how some jobs might affect the environment. I can give ideas about how jobs could be more environmentally friendly.	I can describe different types of economic activity in the UK, like farming, manufacturing, and services. I can explain how geography affects where certain jobs and industries are found in the UK. I can describe how some economic activities can harm or help the environment. I can give examples of how the UK is trying to make its economy more sustainable.	I can compare different types of economic activity in the UK and explain how they have changed over time. I can use data and maps to explain where different industries are found and why they are located there. I can evaluate how different economic activities affect the environment and suggest ways to make them more sustainable. I can explain how sustainability in the UK's economy links to global challenges like climate change and resource use.

Year 6 - Sustainability – How can our school reduce plastic waste?

Working Towards	Expected	Greater Depth
I can say why plastic waste is a problem for the environment. I can find examples of plastic waste in our school. I can talk about simple ways we could use less plastic at school. I can share my ideas about how to help others reduce plastic waste.	I can explain why reducing plastic waste is important for the environment and our community. I can identify different types of plastic waste in our school and suggest ways to reduce them. I can collect and use data to find out how much plastic waste our school produces. I can help plan actions to reduce plastic waste and explain how they will make a difference.	I can investigate how plastic waste is created in our school and use data to explain the main causes. I can evaluate different ways to reduce plastic waste and explain which would work best in our school. I can link our school's plastic use to wider environmental issues like pollution and climate change. I can help lead a campaign or project to reduce plastic waste and explain how it will make a difference.

Year 6 - How does the Amazon impact people's lives?

Working Towards	Expected	Greater Depth
I can locate major countries and cities in South America and describe some of their physical and human features. I can describe how climate and vegetation are linked. I can describe what life is like in South American cities and villages, and how climate affects human activity. I can describe climate patterns, explain what a biome is like, and how plants and animals survive there. I can explain why biomes and oceans are important, how they are threatened by human actions, and identify environmental issues.	I can locate places and regions in South America and describe what makes some of them special. I can describe the physical and human features of South America, including its environmental regions. I can explain how climate and vegetation are linked in biomes like the tropical rainforest. I can explain why biomes and oceans are important, how they are threatened by human actions, and identify environmental issues.	I can locate cities, countries, and regions of South America on physical and political maps. I can describe, compare, and contrast the physical and human features of South America with previous learning. I can explain how climate and vegetation are linked in biomes like the tropical rainforest, and how animals and plants adapt to these conditions. I can describe what life is like in different types of settlements and explain why biomes and oceans are important, the threats they face, and how they can be protected.

Addressing misconceptions in Geography:

EYFS: The most relevant statements for geography are taken from the following areas of learning:
• Mathematics
• Understanding the World

Understanding the World (People and Communities)-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
-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.

Understanding the World (The Natural World)-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
-Understand some important processes and changes in the natural world around them, including the seasons

Year Group:	Autumn:	Spring:	Summer:
Year 1	What is it like in our local park? 1. Parks are the same everywhere Children may think all parks look alike — with grass, trees, and a playground — and may not realize that parks vary greatly depending on location, climate, and purpose. 2. Parks are only for playing Young learners might believe parks exist solely for recreation, overlooking other uses like nature conservation, community events, or wildlife habitats.	Is our school our world? 1. The school is the only important place in the world Children may think their school is the centre of everything and may not yet understand that it's just one small part of a much bigger world. 2. Everything outside school is far away They might believe that places beyond the school grounds — like homes, shops, parks — are distant or disconnected, rather than part of their local area and community.	Where do animals live? 1. All animals live in houses like people Children may think animals need buildings or shelters similar to human homes, not understanding that many animals live in natural habitats like trees, burrows, or water. 2. Animals can live anywhere Some pupils might believe animals can live in any environment, not realizing that each species needs specific conditions (like food, climate, and shelter) to survive.

	3. Nature in the park doesn't change Some children may assume the plants, animals, and weather in the park stay the same all year, not understanding seasonal changes or how human activity can affect the environment. 4. All animals in the park are pets They might think any animal they see — like birds, squirrels, or insects — are domesticated or belong to someone, rather than being wild or part of the local ecosystem. 5. The park is not part of the local community Children may not yet grasp that the park is a shared space that belongs to everyone in the community and plays a role in local geography, culture, and social life.	3. The school doesn't change Some pupils may assume the school environment stays the same all the time, not recognizing changes like weather, seasons, or improvements to buildings and grounds. 4. People in school don't have roles beyond teaching Children might think only teachers work in schools, overlooking other important roles like caretakers, office staff, kitchen staff, and how everyone contributes to the school community. 5. Our school is not connected to the wider world They may not yet understand how the school links to other places — through things like food deliveries, internet connections, or shared cultural events — and how it fits into a broader geographical context.	3. Zoo animals live in the wild Children may confuse zoo environments with natural habitats, thinking that animals in zoos live the same way they would in the wild. 4. Animals only live in faraway places They might assume that wild animals only live in jungles, deserts, or oceans, overlooking the wildlife that exists in their local area — like birds, insects, and small mammals. 5. All animals live with their families Young learners may believe all animals live in groups or families like humans, not realizing that many animals are solitary or have different social structures.
Year 2	What is the weather like near me? 1. The weather is the same everywhere, all the time Children may think that the weather they experience locally is the same across the country or even the world, not realizing how weather can vary by location and time. 2. Weather only means sunshine or rain Pupils might believe weather is limited to just sunny or rainy conditions, overlooking other elements like wind, temperature, cloud cover, and seasonal changes.	Where does my food come from? 1. All food comes from the supermarket Children may think that food originates from shops, not realizing that supermarkets are just places where food is sold — not where it is grown, raised, or produced. 2. Food is made in factories Some pupils might believe all food is manufactured in factories, overlooking natural sources like farms, orchards, oceans, and gardens.	How does my area compare to Luxor, Egypt? 1. Everywhere in Egypt is hot and sandy Children may think all of Egypt is desert, not realizing that places like Luxor have fertile land near the Nile River and experience seasonal changes. 2. People in Luxor live completely differently Pupils might assume that life in Luxor is entirely unfamiliar or exotic, overlooking

	3. Weather doesn't affect people or places Some children may not yet understand how weather influences daily life — such as clothing choices, travel, or outdoor activities — and how it can shape the environment. 4. Weather is random and doesn't follow patterns They might think weather changes without reason, not recognizing patterns like seasonal shifts or how weather forecasts are based on scientific observations. 5. You can only learn about weather by watching TV Children may assume that weather information only comes from news or apps, rather than understanding that they can observe and record weather themselves through fieldwork.	3. Food only comes from the UK They may assume all food is local, not understanding that many foods — like bananas, rice, or cocoa — are grown in other countries with different climates. 4. Fruits and vegetables grow all year round Children might think that crops are always available, not realizing that growing seasons and weather conditions affect when and where food can be produced. 5. Animals don't help produce food Pupils may not connect animals with food production, such as cows providing milk, chickens laying eggs, or bees helping pollinate crops.	similarities like schools, homes, markets, and community life. 3. Luxor is very far away, so it's not connected to us They may not understand that even distant places like Luxor can be connected to their own area through trade, travel, culture, and shared global issues. 4. All buildings in Luxor are ancient Children might believe Luxor only has temples and ruins, not realizing it's a modern city with homes, shops, and schools alongside its historical sites. 5. Weather in Luxor is always the same Pupils may think Luxor has constant sunshine and heat, not recognizing that it can have cooler seasons, wind, and even occasional rain.
Year 3	Why should we look after the bees? 1. Bees only make honey Children may think the only role of bees is to produce honey, not realizing their vital role in pollinating plants, which helps grow fruits, vegetables, and flowers. 2. All bees are dangerous and want to sting Pupils might believe that bees are aggressive, not understanding that most bees are gentle and only sting when threatened — and many species don't sting at all.	How do we work as Geographers in the UK? 1. Geographers only study maps Children may think geography is just about looking at maps, not realizing that geographers also observe, record, and analyse places, environments, and human activity through fieldwork and data collection. 2. Grid references are just numbers with no meaning Pupils might not understand that grid references help locate exact places on a	How is land used in our region? 1. Land is only used for buildings Children may think that land is mainly used for houses, schools, and shops, overlooking other uses like farming, recreation, transport, conservation, and industry. 2. Land use doesn't change over time Pupils might assume that once land is used for something, it stays that way forever, not realizing that land use can change due to development, environmental needs, or community decisions.

	3. Bees can live anywhere They may assume bees can thrive in any environment, overlooking the importance of suitable habitats with flowers, nesting spaces, and clean air. 4. We don't need bees in our local area Children might think bees are only important in farms or countryside settings, not realizing that urban and suburban areas also benefit from bee activity and can support bee populations. 5. Looking after bees means keeping them as pets Pupils may confuse conservation with domestication, not understanding that looking after bees often means protecting their natural habitats, planting bee-friendly plants, and avoiding harmful pesticides.	map, and may confuse them with random numbers rather than a structured system. 3. You can only be a geographer in faraway places They may believe geographers only work in exotic or remote locations, not realizing that geographical work happens locally too — including studying towns, parks, rivers, and weather in their own area. 4. Maps always show everything Children might assume that maps include every detail of a place, not understanding that maps are selective and designed for specific purposes (e.g., transport, land use, topography). 5. Geography doesn't involve real-world skills Pupils may not yet see how geography involves practical skills like observation, measuring, recording data, and interpreting evidence — especially during fieldwork.	3. All land use decisions are made by the government They may believe only national leaders decide how land is used, not understanding the role of local councils, planners, and communities in shaping regional land use. 4. Natural land isn't used Children might think that forests, rivers, and green spaces aren't "used" because they aren't built on, not realizing these areas are important for wildlife, leisure, and environmental health. 5. Land use is the same everywhere in the UK Pupils may assume that all regions use land in the same way, not recognizing that land use varies depending on geography, population, economy, and local needs.
Year 4	Why is the River Tees so important? 1. Rivers are only important for water Children may think rivers are just sources of drinking water, not realizing their wider importance for transport, wildlife, farming, tourism, and industry. 2. The River Tees is the same along its entire length Pupils might assume the river looks and behaves the same from source to mouth, overlooking how its features change — from	Is the Earth a dangerous place to live? 1. Volcanoes and earthquakes happen everywhere Children may think these natural events occur in all parts of the world, not realizing they are more common in specific areas, especially near tectonic plate boundaries. 2. All volcanoes are explosive and dangerous Pupils might assume every volcano erupts violently, overlooking the fact that some	My Region and Campania, Italy – How do our areas differ? 1. All places in Italy are hot and sunny all year Children may think Italy always has warm weather, not realizing that regions like Campania have seasonal changes and varied climates, just like parts of the UK. 2. Campania is only famous for pizza and volcanoes Pupils might associate Campania only with Mount Vesuvius and food, overlooking its

	waterfalls and valleys in the upper course to meanders and estuaries in the lower course. 3. People don't live or work near rivers They may believe rivers are separate from human activity, not understanding how towns, ports, and industries often develop along rivers for access and resources. 4. Rivers don't affect the environment Children might not yet grasp how rivers shape the landscape through erosion and deposition, or how they support ecosystems and biodiversity. 5. The River Tees is only important locally Pupils may think the river only matters to nearby communities, not realizing its national significance for trade, energy (e.g. hydroelectric power), and environmental management.	volcanoes erupt gently or haven't erupted for hundreds of years. 3. Earthquakes always cause massive destruction They may believe every earthquake leads to collapsed buildings and loss of life, not understanding that many are small and go unnoticed, and that damage depends on location, magnitude, and preparedness. 4. People can't do anything to stay safe Children might think humans are helpless against natural disasters, not realizing that people build earthquake-resistant structures, monitor volcanoes, and create emergency plans to reduce risk. 5. Natural disasters are caused by bad weather Pupils may confuse geological events like earthquakes and volcanic eruptions with weather-related disasters, not yet understanding the difference between atmospheric and tectonic processes.	rich geography, history, agriculture, and coastal landscapes. 3. People in Campania live completely differently They may assume life in Campania is very different from their own, not recognizing similarities in schooling, transport, housing, and community life. 4. Physical geography doesn't affect how people live Children might not yet understand how features like mountains, coastlines, and rivers influence land use, tourism, farming, and settlement patterns in both regions. 5. Regions don't change over time Pupils may think regions stay the same, not realizing that both their local area and Campania have changed due to development, environmental challenges, and cultural shifts.
Year 5	My Region and… A comparison with Dubai 1. Dubai is just a city of skyscrapers and luxury Children may think Dubai is only made up of tall buildings, shopping malls, and beaches, overlooking its historical areas, desert landscapes, and traditional culture. 2. Dubai is always hot and sunny Pupils might assume Dubai has no weather variation, not realizing it has cooler months,	Study of the Alpine Region – Where should we go on holiday? 1. The Alps are only for skiing Children may think the Alpine region is only a winter destination for skiing, not realizing it offers year-round activities like hiking, cycling, sightseeing, and cultural experiences. 2. All Alpine countries are the same Pupils might assume that countries in the Alpine region (e.g. France, Switzerland, Austria, Italy) have identical landscapes,	The USA – Why should we visit the Western United States? 1. The Western USA is just Hollywood and deserts Children may think the region is only made up of famous places like Los Angeles or the Grand Canyon, overlooking its diverse geography — including forests, mountains, coastlines, and national parks.

	occasional rain, and seasonal changes — though different from the UK. 3. People in Dubai live completely differently They may believe life in Dubai is entirely different from their own, not recognizing similarities in education, transport, leisure, and community life. 4. My region and Dubai have nothing in common Children might think there are no shared features between their region and Dubai, overlooking things like ports, tourism, trade, and urban development. 5. Dubai has no natural environment Pupils may assume Dubai is entirely man-made, not realizing it has natural features like deserts, coastlines, and wildlife that influence how land is used and protected.	languages, and cultures, overlooking their unique features and traditions. 3. The Alps are just mountains They may believe the region is only made up of mountains, not recognizing the presence of valleys, towns, lakes, forests, and farmland that shape how people live and work there. 4. No one lives in the Alps Children might think the Alps are only for tourists, not realizing that many people live and work there year-round, with communities adapted to the mountainous environment. 5. Holidays in the Alps are all expensive and luxurious Pupils may assume Alpine holidays are only for wealthy travellers, not understanding that there are a range of options — from budget-friendly nature trips to cultural visits and eco-tourism.	2. Everyone in the Western USA lives in big cities Pupils might assume most people live in large urban areas, not realizing that many communities are rural, suburban, or located in small towns with different lifestyles. 3. The climate is the same across the region They may believe the Western USA is always hot and dry, not understanding that the region includes a range of climates — from coastal fog in San Francisco to snowy mountains in Colorado. 4. The Western USA is completely different from the UK Children might think there are no similarities, overlooking shared features like transport systems, schools, environmental challenges, and cultural diversity. 5. Visiting the Western USA is only about entertainment Pupils may assume holidays there are just for theme parks or beaches, not realizing the region offers educational, historical, and nature-based experiences — like visiting Native American sites, exploring national parks, or learning about geology.
Year 6	What is the economic activity of the UK and how sustainable is it? 1. Economic activity only means jobs in cities Children may think economic activity is limited to office work or city-based jobs, overlooking rural industries like farming, fishing, tourism, and renewable energy.	How can our school reduce plastic waste? 1. All plastic is bad and must be banned Children may think that all plastic use is harmful, not realizing that some plastics are reusable, recyclable, and necessary in certain contexts — the key issue is how plastic is managed.	How does the Amazon impact people's lives? 1. The Amazon is just a rainforest with trees and animals Children may think the Amazon is only important for wildlife, not realizing it also plays a vital role in global climate regulation,

	2. The UK's economy doesn't affect the environment Pupils might assume economic activity has no environmental impact, not realizing that industries like transport, manufacturing, and agriculture can contribute to pollution, habitat loss, and climate change. 3. Sustainability means stopping all economic activity They may believe that being sustainable means halting production or development, rather than understanding it involves balancing economic growth with environmental protection and social wellbeing. 4. All parts of the UK have the same types of economic activity Children might think every region contributes equally and in the same way, not recognizing that different areas specialize in different sectors — like finance in London, shipbuilding in Glasgow, or tourism in Cornwall. 5. The UK is already fully sustainable Pupils may assume the UK has solved its sustainability challenges, not realizing that many industries are still working toward reducing carbon emissions, waste, and resource use.	2. Recycling alone solves the plastic problem Pupils might believe that simply recycling plastic is enough, overlooking the importance of reducing usage, reusing materials, and choosing alternatives to plastic in the first place. 3. Plastic waste only affects the ocean They may assume plastic pollution is only a problem for marine life, not understanding that it also affects land environments, wildlife, human health, and contributes to climate change. 4. Our school doesn't produce much plastic waste Children might underestimate how much plastic is used in schools — from packaging, stationery, and lunch items — and how small changes can make a big difference. 5. Only adults can make a difference Pupils may think reducing plastic waste is only the responsibility of teachers or government, not realizing that their own choices and actions — like using reusable bottles or avoiding single-use plastics — can have a real impact.	water cycles, and supporting millions of people. 2. No one lives in the Amazon Pupils might assume the rainforest is uninhabited, overlooking the fact that many Indigenous communities and local populations live sustainably within the Amazon region. 3. The Amazon only affects people in South America They may believe the Amazon's impact is limited to nearby countries, not understanding its global importance — including absorbing carbon dioxide and influencing weather patterns worldwide. 4. Deforestation only harms trees Children might think cutting down trees only affects the forest itself, not realizing it also threatens biodiversity, disrupts Indigenous ways of life, and contributes to climate change. 5. People can't help protect the Amazon Pupils may feel powerless to make a difference, not recognizing that choices like reducing paper and meat consumption, supporting sustainable products, and raising awareness can contribute to conservation efforts.