

**Intent:** At Kentish Town Primary School, we aim to give children an insight into the workings of the wider world, to explore their own journeys and investigate our families' routes and stories that brought them to Kentish Town, to give our children a rich understanding of the different ways of life and cultures from around the world and understand the causes for such diversity.



## Geography at Kentish Town C of E - EYFS

### Key Learning

#### EYFS:

**Acorn (Nursery) and Oak (Reception)** Children should ...

- Know about similarities and differences in relation to places.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Know about similarities and difference in relation to place.
- Name, compare and describe familiar places.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Look closely at similarities, differences, patterns and change.

#### Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- Geography themed displays

#### Key Vocabulary:

Place, feature, similar, different

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## Geography at Kentish Town C of E - KS1

### Key Learning

**Year 1 (Ash):** Children should ...

Use near / far, left / right to explain where things are

Create a simple map with a key

Identify the human and physical characteristics of our School

Identify differences between different landscapes

Explore how landscapes change throughout the year

Understand where rain comes from and where the rain goes

Name, locate and identify the four countries of the UK

Track the weather conditions over the course of a week

Find the UK and Bangladesh using a globe and a map

Compare landscapes and buildings in Bangladesh and the UK

Compare farming in Bangladesh and the UK

Understand how the UK's and Bangladesh's locations affect their weather

### Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- Geography themed displays

### Key Vocabulary:

Map, north, south, east, west, city, shop, house, office, soil, weather, season, hill, farm, hot, cold, weather, winter, spring, summer, autumn, soil, floods, forest, floodplains

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### Key Learning

**Year 2 (Willow):** Children should...

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

Use aerial photographs and plan perspectives to compare urban and rural areas in the UK

Create a map and a key to map a larger, familiar area based on an aerial photograph 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

Compare human and physical characteristics of the UK and Kenya

Use a world map, atlas and globe to locate and learn about the UK and Kenya

identify seasonal and daily weather patterns in Kenya.

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



## Geography at Kentish Town C of E - KS1

### Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- Geography themed displays

### Key Vocabulary:

Globe, map, atlas, digital mapper, NSEW, ocean, country, sea, continent, polar regions, northern and southern hemisphere, equator, capital cities, borders, coasts, islands, United Kingdom, human feature physical feature, aerial photograph, farmland, hamlet, village, town, city, savannah, weather patterns, temperature, degrees Celsius, plateau, mountain, altitude

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## Geography at Kentish Town C of E - KS1

### End of KS1 outcomes:

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

Pupils should be taught to:

#### Locational knowledge

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

#### Place knowledge

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

#### Human and physical geography

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

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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.

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Geography at  
Kentish Town C of E - KS2

**Key Learning**

**Year 3 (Cedar):** Children should ...

Identify Egypt, Brazil, India and the Caribbean using a map, atlas and globe, naming their capital cities (or major cities for The Caribbean) and the continents they are in

Identify the biomes that these locations are in

Identify ways in which people can travel from each location

Use photos and maps to identify physical and human features of Egypt and compare to the UK

Use photos and graphs to understand and describe weather patterns of the UK and compare with Egypt

Identify differences in farming styles in The Caribbean and India

Understand why we import goods from these locations

Identify the types of plants that might grow in these vegetation belts: rainforests, deserts and deciduous forests

Compare the Nile and the Amazon River—identify uses of each

Draw a link between energy use and deforestation with climate change

Use maps to identify countries in South America

Identify the key topographical features of Brazil.

**Enrichment:**

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- Geography themed displays

**Key Vocabulary:**

Trade, river, transport, goods, produce, farming, mining, fishing, compare, fair-trade, society, vegetation belt, rainforest, desert, biome, climate zone, arid, temperate, jungle, bordering, map, atlas, globe, digital mapper, topographical, river bank, flow, meander, source, lake, erosion, rainfall, estuary, mouth, flood plain

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Geography at  
Kentish Town C of E - KS2

**Key Learning**

**Year 4 (Sycamore):** Children should ...

Identify Italy, Denmark, Iceland, Sweden, Norway using a map, atlas and globe, naming their capital cities

Identify major countries in Europe (countries with a high population)

Identify how volcanoes, mountains and earthquakes are formed and how they affect human settlements

Look at photos of countries above and answer questions around why the land looks how it does

Identify volcanoes, mountains and earthquakes that have occurred along the Alpid Belt

Describe the human (social, economic and environmental) and natural features of London

Explain how the landscape of London affects how humans use it

Plan the steps and strategies for a geography led enquiry

Recognise the shapes of continents

Measure distances in kilometres in a straight line using an OS map

Identify locations on a map using 4 figure grid references

Draw maps including some human features and some natural features using a key

Use an 8-point compass

**Enrichment:**

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- Geography themed displays

**Key Vocabulary:**

Volcano, mountain, earthquake, settlement, tectonic plates, magma, lava, crust, mantle, core, extinct, active, dormant, chamber, eruption, fertile, landscape, Ring of Fire, city, hill, river, cliff, coast, field, forest, farm, hamlet, village, town, map, atlas, globe, digital mapper, land use, industry, residential, commercial, explore, topographical, distance, 4-figure, key, OS map, latitude, longitude, tropics, equator, northern / southern hemisphere

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## Geography at Kentish Town C of E - KS2

### Key Learning

**Year 5 (Chestnut):** Children should ...

Relate time zones to the position of the sun

Understand how vegetation belts, biomes and climate zones are related to the position of the sun

Name and locate countries including those below the equator

Understand the significance of latitude and longitude, the equator, and the Tropics of Cancer and Capricorn

Understand how cities grow and how these are different from farming or mining communities

Understand how the land was used in the UK during the Industrial Revolution

Explain the economy of the Industrial Revolution

Explore trade links and the distribution of natural resources including energy, food, minerals and water

Use 4-figure grid references

Measure distances on a map using string to line up with a scale

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans

### Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- Geography themed displays
- Year 5 Family Journey Project

### Key Vocabulary:

Night, day, rotation, sun, latitude, longitude, equator, tropics, polar regions, climate zones, biomes, vegetation belts, time, time zone, locate, trades, industry, revolution, economic activity, resources, settlement, land use, energy, minerals, trade links, impact, migration, labour, exploration, colonisation, empire, measure, observe, record, human and physical features, local, urban, rural, commercial, industrial, residential

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Geography at  
Kentish Town C of E - KS2

**Key Learning**

**Year 6 (Beech):** Children should ...

Name and locate five countries in the world, identifying significant things about their location

Identify the defining features of the Northern/Southern hemisphere, and the Arctic and Antarctic circle

Develop an understanding of world's different countries and their locations in relation to the UK, using maps, atlases, globes and digital computer mapping

Compare human and physical geography of Bolivia and UK

Understand how rivers and the water cycle work

Name and locate significant bodies of water and rivers around the world

Compare the UK with Greece

Understand physical features of coasts and begin to understand erosion and deposition

Understand the human effect on rivers and oceans and how we can reduce this

Understand the use of coastal settlements

Use the eight points of compass, four and six figure references, symbols and key

Use maps, chart to support a decision about the location of new places

Create a map to show significant physical and human features of Foxlease

**Enrichment:**

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- Geography themed displays

**Key Vocabulary:**

Locate, continent, country, hemisphere, polar, equator, tropics, maps, globe, atlas, digital mapper, physical and human features, biome, vegetation belts, climate zones, seasonal change, river, sea, ocean, stream, coast, mouth, flow, atoll, archipelago, tide, erosion, climate change, water cycle, evaporation, condensation, precipitation, land use, Ordnance Survey, map, digital mapper, construction, key, symbol, compass, grid reference



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## Geography at Kentish Town C of E - KS2

### End of KS2 outcomes:

#### Locational knowledge

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

#### Place knowledge

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

#### Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

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