

## Litcham School All-through Geography Curriculum Implementation

		KS1		KS2				KS3			KS4	
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Locational Knowledge</b></p> <p><b>Knowledge and Understanding of places</b></p>	<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Know the difference between town and country locations.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Locate Kenya on a globe and in an atlas.</p> <p>Locate its capital city and other key cities, seas and rivers.</p> <p>Locate and name some seaside resorts in the UK</p>	<p>Locate and name the countries making up the British Isles, with their capital cities, surrounding seas, areas of higher ground and main rivers.</p> <p>Describe how London has changed since Roman times.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p>	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify some of the countries within these areas.</p> <p>Locate and name the main counties and cities in/around Norfolk.</p> <p>Understand that we have different time zones and begin to use the terms latitude and longitude to locate places on a map.</p>	<p>Locate the main countries in Europe with a particular focus on Eastern Europe. Identify key physical including mountain ranges and human characteristics.</p> <p>Understand that Europe is a continent made up of groups of countries.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a world map locate the main countries in North and South America. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Explain what a continent is.</p> <p>Name and locate the key topographical features including coast, features of erosion and rivers. Understand how these features have changed over time.</p>	<p><b>Map work:</b> Name and locate all continents and major oceans. Correctly identify England, Ireland, Scotland, Wales and say what is meant by 'The British Isles'.</p> <p><b>Africa:</b> Be able to describe where Africa is relative to other continents and locate Africa on a map. Be able to name at least 12 different countries and their capitals and show where they are in Africa. Be able to locate the Horn of Africa and explain why it has that name. Name the 4 countries and their capitals that make up the Horn and explain why the Horn of Africa is a region.</p> <p><b>Russia:</b> Locate Russia on a world map. Be able to name the 7 countries that border Russia and explain</p>	<p><b>Development:</b> Define development and understand different stages of development around the world. Be able to give examples of historical, geographical and social factors that have helped a country (the UK) to develop.</p> <p><b>Middle East:</b> Locate the Middle East and Arabian Peninsula on a world map. Name at least 12 countries and their capitals. Describe at least 4 general features of the Middle East region. Name and locate the physical features of the Middle East and describe the relief pattern.</p> <p><b>Plate Tectonics:</b> Describe the location of earthquake and volcanic activity.</p> <p><b>Asia &amp; China:</b> Describe the location and relative size of Asia.</p>	<p><b>Rocks, Weathering and Soil:</b> Know and understand which parts of the UK are mountainous and how and why mountains formed there.</p>	<p><b>Ecosystems, Biodiversity and Management:</b> Understand distributions and characteristics of the world's large-scale ecosystems (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra). Locate global biomes on a world map.</p> <p><b>Weather hazards and Climate Change:</b> Know and understand how heat is distributed around the world.</p>	<p><b>Global Development and Resource Management:</b> Be able to locate the position of India and Tanzania at different scales.</p>

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<p style="text-align: center;"><b>Place Knowledge</b></p> <p style="text-align: center;"><b>Environmental Change &amp; Sustainability</b></p>	<p>Talk about the environmental features of different areas of the school.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of the UK comparing its capital cities</p> <p>Understand how features may change throughout a journey.</p>	<p>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 concentrating on islands and sea sides (e.g. Kenya compare Nairobi and London)</p> <p>Describe a seaside resort e.g. Cromer. Look at changes over</p>	<p>Compare different regions of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p> <p>Identify different landmarks and land uses within the UK</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of the tropics.</p>	<p>Compare where they live in the UK with a region in Eastern Europe looking at similarities and differences e.g. climate and weather, aspects of physical and human geography</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. climate, aspects of human and physical geography, latitude and weather</p> <p>Understand some of the reasons for similarities and differences.</p>	<p><b>Urbanisation:</b> Understand and explain problems created by urban growth, including links into development of Slums.</p> <p><b>Africa:</b> Know and understand the resources in Africa and explain how African countries are working to put an end to poverty. Name the 4 main biomes in Africa. Describe the overall pattern relative to the equator and describe</p>	<p><b>Middle East:</b> Explain why Turkey and Iran have earthquakes and the Red Sea has volcanoes. Explain why the Middle East is hot and dry. Describe the region's climate zones and name and locate the Empty Quarter. Describe and locate the region's biomes.</p> <p><b>Asia &amp; China:</b> Compare Asia's population with other countries. Know and understand Asia's borders with other</p>	<p><b>Rocks, Weathering and Soil:</b> Know and understand which parts of the UK are mountainous and how and why mountains formed there. Describe the pattern of metamorphic and igneous rock in the UK and understand that most of the UK's bedrock is sedimentary. Be able to name at least 3 types of sedimentary rock found in the UK.</p>	<p><b>Ecosystems, Biodiversity and Management:</b> Explain the role of climate and local factors (soils and altitude) in influencing the distribution of different large-scale ecosystems. Describe the distribution and characteristics of the UK's main terrestrial ecosystems (moorlands, heaths, woodlands, wetlands). Be able to describe biotic and abiotic characteristics and their</p>	<p><b>Global Development and Resource Management:</b> Understand and describe the global patterns of development and the variations within countries. Understand and describe the key characteristics of India and Tanzania. Understand global and UK variety and distribution of natural resources. Be able to explain the UK's energy mix.</p>

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			time (links to history)					<p>the climate of each biome.</p> <p><b>Population and Resources:</b> Identify and define different types of the Earth resources. Understand that resources are not distributed evenly across the Earth and be able to explain how countries make use of other country's resources. Be able to explain the increasing demand for natural resources as the population grows. Carbon footprints – be able to calculate and understand how the average footprint varies from country to country; be able to explain why this is. Understand and analyse the impact this has on the Earth – is it sustainable? Be able to explain why the global demand for water is rising and analyse how climate change affects the</p>	<p>continents. Understand that Asia is the World's largest continent both in terms of size and population. Describe the overall relief of China. Describe the overall climate pattern of China and understand that the south east receives monsoon rains. Understand that earthquakes are a natural hazard in China. Be able to give at least 5 geographical facts about China's capital. Explain 3 reasons why people in rural areas migrate to China's cities. Understand that China has bought and leased land in other countries to secure food supply. Explain China's problems with air and water pollution and desertification.</p> <p><b>Glaciation:</b> Describe the extent of the ice sheet over Britain.</p>	<p><b>River landscapes:</b> Know and understand how the UK's weather and climate affect river processes and the impact upon landscapes and landforms. Know and understand the advantages/disadvantages of different flood defences used on rivers in the UK.</p> <p><b>Coastal landscapes:</b> Know and understand how the UK's weather and climate affect rates of coastal erosion and impact upon landscapes. Know and understand the advantages and disadvantages of different coastal defences used on the coastline of the UK. Case study: Know the significance of the location of the chosen case study. Explain how physical processes have had an impact upon the coastline. Recognise how physical and human</p>	<p>interdependence of the tropical rainforest ecosystem (climate, soils, water, plants, animals and humans). Explain the nutrient cycle – Gersmehl Model. Be able to explain why rainforests have very high biodiversity and how plants (stratified layers, buttress roots, drip tips) and animals (strong limbs, modified wings and beaks, camouflage) are adapted to the environment. Understand how climate change presents a threat to the structure, functioning and biodiversity of tropical rainforests. Know and understand the abiotic and biotic characteristics and their interdependence of the deciduous woodland ecosystem. Be able to explain why deciduous woodlands have moderate</p>	<p><b>UK Challenges:</b> Understand and describe the changes in the UK's population in the next 50 years and the implications on resource consumption. Be able to explain the pressures of the growing populations on the UK's ecosystems. Describe and explain the range of national sustainable transport options for the UK. Understand and describe the 'two-speed economy' and options for bridging the gap between the south-east and the rest of the UI.</p>
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Human and Physical Geography  Knowledge and understanding of patterns and processes	Describe some of the things that people do to maintain their local area or improve it e.g. pick up litter	Identify seasonal and daily weather patterns in the United Kingdom. Name weather types in the UK and recognise weather symbols. Make simple observations about the weather. Know how weather can affect people's lives and how they can protect themselves.  Identify the location of hot and cold areas of the world in relation to the Equator and the	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	Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes linking to Science: rock types. Use geographical terminology to describe e.g. tsunami, earthquake, extinct, dormant, active.  Describe the properties of the earth's layers.  Human geography including trade links in the Pre-	Describe and understand key aspects of: Physical geography, including: the water cycle and flooding. Use geographical terminology to describe the water cycle e.g. condensation, evaporation, precipitation.  Rivers and water cycle.  Understand the different states of water: gaseous, solid and liquid (link to science)	Describe and understand key aspects of: Physical geography including hills, volcanoes and mountain ranges. Use geographical terminology to describe mountains e.g. summit, foot, slope, contours, outcrop, ridge, lava flow, fault lines, plateau  Human geography the impact of the Chernobyl disaster on the environment	Describe and understand key aspects of: Physical geography including rivers, the water cycle and coasts. Use geographical terminology to describe rivers e.g. source, meander, course, dam, erosion, oxbow lakes, weathering  Describe how human activity and weather has had an impact on the environment.	<b>Urbanisation:</b> Explain processes by which settlements develop and evolve and explain the link between industrialisation and urbanisation. Be able to explain key push and pull factors that draw people to urban areas. Analyse the benefits of living and working in a city. Explain the development of Slums and how authorities tackle the issues created.	<b>Development:</b> Explain why migrants have crossed the Mediterranean from Africa to Europe. Describe the dilemma that these migrants pose for richer countries. Understand and explain how countries can help themselves to develop, e.g. setting up factories, donations and technology.  <b>Middle East:</b> Describe and explain the pattern of population	<b>GIS:</b> Analyse crime hotspots and be able to give reasons for why they exist.  <b>Rocks, Weathering and Soils:</b> Explain that rocks are made of minerals and be able to name at least 3 minerals. Understand the different kinds of rocks with different mineral mixtures. Be able to describe how rocks in the 3 rock groups formed and compare and	<b>Ecosystems, Biodiversity and Management:</b> Explain how the biosphere provides resources for people (food, medicine, building materials and fuel resources), but also its commercial exploitation. Describe and explain the importance of marine ecosystems to the UK as a resource and how human activities are degrading them. Know and understand	<b>Global Development and Resource Management:</b> Know and understand the different definitions of global development. Be able to explain how different factors contribute to human development of a country. Describe the factors that cause spatial variations in the levels of development. Be able to explain why there is uneven global

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		<p>North and South Poles. Name some countries in these areas.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>☑ key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</p> <p>☑ key human features, including: city, town, village, factory, farm, house, office.</p>		<p>roman and Roman era.</p> <p>Explain the impact of earthquakes and volcanoes on the environment and on humans.</p>	<p>Describe how flooding affects communities.</p> <p>Understand what a settlement is. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Understand the importance of transport links.</p>	<p>Understand some of the risks associated with mountain climates and the impact that tourism can have on the mountain environment.</p>		<p><b>Africa:</b> Be able to suggest factors that will affect life expectancy. Explain factors that influence the pattern of population density in Africa.</p> <p><b>Population and Resources:</b> Explain why there are population rises. Be able to give reasons for the population increase and why it might slow down. Be able to describe how and why global population has changed throughout history. Explain the correlations between population growth/life expectancy and a country's wealth and level of development. Explain the impact of immigration and emigration and increasing life expectancy on the UK's population in the last 2000 years.</p> <p><b>Russia:</b> Describe the pattern of</p>	<p>density. Name at least 5 ethnic groups and their main locations. Name religions that began in the region and understand how this relates to today. Know and understand at least 4 causes of conflict in the Middle East. Be able to explain what the group known as the 'Islamic State' want to achieve and where they have emerged from.</p> <p><b>Plate Tectonics:</b> Explain what plates are and name 5 of them. Be able to construct a diagram to show what makes plates move. Describe the processes responsible for earthquakes and volcanic activity. Be able to describe 3 ways plates move relative to each other and understand which plate movements give volcanoes. Be able to identify the characteristics of volcanoes. Be able to</p>	<p>contrast granite and basalt. Explain the connection between mudstone and slate. Know and understand 2 types of weathering and state key differences between them. Describe 4 processes in physical weathering. Describe 2 processes in chemical weathering. Understand the weathering of rocks leads to soil. Know and understand 2 key factors that affect the rate of weathering. Describe and explain the rock cycle. Understand that the rock cycle is driven by convection currents in hot soft rock below the Earth's surface. Be able to state and describe the different layers of soil. Be able to explain why soil is so important to us.</p> <p><b>River landscapes:</b> Understand the impact weathering, mass</p>	<p>examples of goods and services provided by tropical rainforest ecosystems (food stuffs, medicines, timber and recreations. Understand economic and social causes of deforestation, political and economic factors that have contributed to the sustainable management of a rainforest. Know and understand examples of goods and services provided by deciduous woodlands ecosystems. Be able to describe and explain how climate change presents a threat to both the structure, function and biodiversity of the deciduous woodland system. Explain the different approaches to the sustainable use and management of deciduous woodland.</p> <p><b>Weather hazards and</b></p>	<p>development and its range of consequences. Be able to recognise and explain the different types of international strategies used to reduce uneven development. Know and understand the advantages and disadvantages of top-down and bottom-up development projects. Explain why the rate of development varies in India and Tanzania. Analyse the positive and negative impacts of change that have occurred in different sectors. Be able to explain trade and aid involvements. Be able to analyse the changing balance between private and public investment. Know and describe the changes in population in India and Tanzania in the last 30 years. Be able to explain the changing social factors in India</p>
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									changes a mountain landscape. Be able to Explain how corries, arêtes and pyramidal peaks, U-shaped and hanging valleys are formed. Explain the link between hanging valleys and U-shaped valleys. Explain how erratics came to be in place.			on people and landscapes in the UK and the range of responses to this at a local and national level.
<p><b>Geographical Skills and Fieldwork</b></p> <p><b>Skills and Enquiry</b></p>	<p>Explore the local grounds of the school and Houghton Hall and talk about different environments.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries and capitals. Use simple fieldwork and observational skills to study the geography of their local area including the key human and physical features</p> <p>Use maps to gather information on the local area and follow a simple route. Recognise basic map symbols and name and use the four compass directions.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; identify a range of map symbols and use and construct basic symbols in a key.</p> <p>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.</p> <p>Use maps and an atlas to</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass and four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and</p>	<p><b>Map Skills:</b> Use OS maps. Understand the different types of maps and who they are used by and what for. State the features a map should have. Understand the difference between a map and a plan. Be able to record a variety of information onto a world map. Efficiently use longitude and latitude to identify places. Be able to use an atlas index. Be able to use 4 and 6 figure grid references, use the 1:25,000 scale and interpret data on an OS map. Know and understand OS symbols and use the key.</p>	<p><b>Development:</b> Read and interpret a Choropleth map showing countries' development.</p> <p><b>Middle East:</b> Interpret a table of population data.</p> <p><b>Plate Tectonics:</b> Accurately plot the location of earthquake and volcanic activity on a map. Draw a labelled cross-section of the Earth to show the 3 layers. Be able to interpret a map of the Atlantic Ocean floor. Draw diagrams to illustrate plate movements. Draw a labelled cross-section of a volcano.</p>	<p><b>GIS:</b> Be able to explain how Dr John Snow used a map to reach a conclusion about the Cholera outbreak in Soho in 1854. Explain how the Cholera outbreak began. Be able to explain how GIS works, using examples. Be able to write an emergency warning message. Understand the importance of GIS and be able to explain why data in GIS is organised in layers and how the layers work. Know and understand the importance of accurate geographical coordinates for</p>	<p><b>Ecosystems, Biodiversity and Management:</b> Be able to compare climate graphs for different biomes.</p> <p><b>Fieldwork:</b> Know and understand aims and hypotheses of the Fieldwork study. Understand and be able to use different fieldwork methods (quantitative and qualitative) and how to conduct fieldwork safely. Understand and explain the interaction between physical landscape features, the</p>	<p><b>Global Development and Resource Management:</b> Know and understand the different measures used to measure development. Be able to recognise and analyse patterns and trends of usage and consumption of resources from choropleth maps and data visualisations.</p> <p><b>UK Challenges:</b> Understand and analyse the UK net migration statistics and their reliability.</p>

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			<p>locate the four countries of the UK and their capital cities, the seven continents of the world and the five oceans.</p> <p>Plan and draw a route using key vocabulary, directional and positional language.</p>	<p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>graphs, and digital technologies.</p>	<p>Use contour lines and identify these on an OS map. To interpret the pattern of contour lines to assess the steepness of land and the way in which it slopes.</p> <p><b>Africa:</b> Be able to interpret tables of data and bar charts. Understand and interpret life expectancy data. Be able to interpret a choropleth map of population density and describe the population density of Africa. Be able to interpret a choropleth map showing relief and physical features of Africa and locate the main physical features of Africa onto a map. Read and interpret climate data and graphs. Show where the 4 main biomes of Africa are on a map. Interpret a map of the main physical</p>	<p><b>Asia &amp; China:</b> Locate the Plateau of Tibet, the Himalayas and the Huabei and Dongbei Plains on a blank map of China. Name the Yellow, Yangtze and Xi Rivers on a map. Locate the Taklimakan and Gobi deserts. Mark Beijing, Shanghai, Tianjin, Chongqing and Hong Kong on a map.</p> <p><b>Economic Activity:</b> Draw a line graph to show the pattern of change in employment from 1600 to today.</p> <p><b>Glaciation:</b> Be able to identify corries, arêtes, pyramidal peaks, U-shaped and hanging valleys on photographs. Describe drumlins and identify the direction in which the glacier flowed. Identify glacial features on an OS Map and explain how these features are identified.</p>	<p>each piece of data. Case study: why the Police use both streets and aerial photos as part of their GIS. Use 4 and 6 figure grid references.</p> <p><b>Rocks, Weathering and Soil:</b> Draw a diagram of the rock cycle. Be able to interpret a geological map of the UK.</p> <p><b>River landscapes:</b> Recognise and interpret the key features of a hydrograph. Be able to explain the factors that affect a hydrograph's shape. Be able to construct a storm hydrograph and read data from it.</p> <p><b>Coastal landscapes:</b> Construct an annotated diagram showing longshore drift.</p>	<p>central/inner urban area and residents and visitors. Carry out fieldwork tasks with rigour and accuracy. Primary and secondary data collection needed. Be able to write up methods in a grid or as continuous prose for each of the 2 fieldwork days and be able to annotate photographs. Be able to present fieldwork data using a variety of methods, which are suitable for the data. Analyse and evaluate fieldwork data and use measures of central tendency, spread and cumulative frequency. Understand how to use Spearman's Rank. Understand the links between the fieldwork studies and the units on Coastal Landscapes and Changing Cities.</p>
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