Geography

Knowledge Building
Processes and Changes
Change happens as a result of different **geographical processes.** These **processes** can be split into two distinct groups: - human and physical. Human processes involve human activity, whereas physical processes are naturally occurring. An example of a human process would be urbanisation; an example of a physical process would be flooding. The impact of a human process can be a catalyst for a natural process e.g. deforestation has resulted in the physical process known as climate change. Both human and physical processes lead to **change** and children should be able to recognise and understand this, giving examples.
Human Geography
Human geography relates to man-made features and human activity**.** Human geography includes characteristics like houses, roads and bridges; in other words, things that have been built by people. Children should learn about, identify and explain patterns in human geography e.g. houses are often built along a road (linear settlement).
Physical Geography
Physical geography also relates to features**.** Physical geography includes natural characteristics like mountains, rivers and trees; in other words, anything that is naturally occurring. Children should learn about how physical geography influences and impacts on the lives of people.
Geographical Vocabulary
Geographical vocabulary can be placed into several categories, such as: - language related to **place, space and location** e.g. Equator, hill; language related to **movement and change** e.g. migration, flooding; language related to **interdependence** e.g. trade.
Location and Environments
Location is integral to the framework of geography because it helps us to know and express where things are. Within location we include space and place, which connects with physical and human geography in terms of the characteristics that make places identifiable, and how one place is different from another. **Environment** can be defined as surroundings, which includes all the living and non-living elements and their effects, that influence human life in any given place.
Similarities and Differences
Comparison is a tool used by geographers to analyse locations, features and environments in order to discover things of geographical importance or interest e.g. common causes, geographical patterns. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.

© Dimensions Curriculum Ltd.

Geography

EXPLORERS

Knowledge Building					
Processes and Changes	**Human Geography**	**Physical Geography**	**Geographical Vocabulary**	**Location and Environments**	**Similarities and Differences**
Identify simple changes in their environment, giving reasons for these, where possible	Know that human geographical features are man-made	Know that physical geographical features are natural	Know and understand simple prepositional and directional language	Know the names of places in their immediate locality and say what those places are like	Name some similarities and differences between places that are familiar to them

Learning Progression	
3 – 4 years	**Reception**
• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	• Draw information from a simple map • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities and differences between life in this country and life in other countries • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • 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

© Dimensions Curriculum Ltd.

Geography

Theme Progression	
Explorers 2 / Reception	
Cycle A	**Cycle B**
Come Fly With Me! Asia TERM 3 • To know that a map is a drawing of all or part of Earth's surface • To know that China / India / Russia / Egypt can be found on a map of the world • To know about some key aspects of Chinese culture, including Chinese New Year • To know about some key aspects of Indian culture, including festivals such as Diwali • To know that Russia is a large country in Asia • To explore some basic identifying features of Russia's culture • To know that Egypt is a country located across Africa and Asia • To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids **Key Vocabulary** passport, country, festival, traditions, culture, continent, Diwali, Chinese New Year, chopsticks, lantern, temple, tuk-tuk, climate, culture, desert, continent	**Under the Sea TERM 3** • To know that some fish live in freshwater and some live in salt water (the sea) **Key Vocabulary** tropical, freshwater, arctic, river, sea, island, shipwreck, marine
Help is at Hand TERM 4 • To know who works at school, what jobs they have and how these people help them • To identify ways in which the police, ambulance service and fire service help in the community • To know how doctors and nurses help in different settings • To know about a wider range of people who help in our communities such as builders, electricians, waiting staff etc. **Key Vocabulary** surgery, litter, office, environment, ladder, vehicle, hospital, fire station, police station	**No Place Like Home TERM 5/6** • To know the key features of a house and identify some of them in their own home • To know that there are many different types of houses and be able to identify some similarities and differences • To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle • To know that there are places that can be temporary homes, and some can be easily built **Key Vocabulary** home, detached, bungalow, village, flat, semi-detached, property, local, area, bedroom, lounge, kitchen, bathroom, garage, garden, window, roof, door, room, furniture, address, street, road, nest, den, lighthouse, den, caravan, farm, palace, castle, brick, cave, map, binoculars
What on Earth…? TERM 5/6 • To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other things • To identify a range of things that are 'small', identifying things that are smaller than other things **Key Vocabulary** living, precious, gigantic, environment, building, city, mountain, skyscraper, tower	

© Dimensions Curriculum Ltd.

Geography

PATHFINDERS

Knowledge Building					
Processes and Changes	**Human Geography**	**Physical Geography**	**Geographical Vocabulary**	**Location and Environments**	**Similarities and Differences**
Know that places change over time and that there is often a range of evidence to show this	Know some basic human geographical features in the focus area and describe them	Know some basic physical geographical features in the focus area and describe them	Know and understand simple vocabulary related to place	Name and locate some key places in their own country and countries in the wider world	Identify basic similarities and differences between a range of locations

Skills Progression	
Geography Skills Pathfinders 1 / Y1	**Geography Skills Pathfinders 2 / Y2**
Ge1 Explore and discover the interesting features of the local environment Ge2 Explore and discover where different foods come from Ge3 Recognise and observe main human and physical features Ge4 Recognise different types of weather and climate Ge6 Communicate in different ways using simple geographical information and vocabulary Ge8 Use globes, maps and plans Ge9 Make simple plans	Ge10 Ask and respond to geographical questions about people, places and environment Ge11 Investigate, measure and record changes in the weather Ge12 Recognise, observe, describe and record physical and human features Ge13 Identify links between their locality and other places in the UK and beyond Ge14 Discuss how weather affects our lives Ge15 Locate key features on globes, maps and plans Ge16 Make simple comparisons between features of different places and say how these features influence life there Ge17 Use simple compass directions Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language Ge20 Use aerial photographs and plan perspectives to identify landmarks and features Ge21 Make simple maps and plans

© Dimensions Curriculum Ltd.

Geography

Knowledge Progression	
CYCLE A	**CYCLE B**
NC Essential Never Eat Shredded Wheat TERM 2 Pupils learn how to use compass points in the context of maps, and in navigating from one place to another. Locational language also features in this unit. The learning focuses on the four countries of the UK, their capital cities, and key features. They will also develop their understanding of continents and oceans, human and physical features, and maps and plans, including aerial perspectives. Food production, and the important link of growing with weather and climate, is also introduced. **Concepts** A. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC) B. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC) C. To name and locate the world's seven continents and five oceans (NC) D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC) E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC) F. To know how to recognise landmarks and basic physical features from aerial photos and plans (NC) G. To know where in the world some foods come from	**Additional Knowledge** **Inter-Nation Media Station TERM 1** As pupils learn about the history of the news, including the inventions of radio and television, it is important that they realise the impact this has had on human geography e.g. radio masts. They should also recognise the interdependence with physical geography e.g. the Native Americans found smoke signals well-suited to communicating in mountain and forest environments, as the smoke would rise high enough to be visible. In addition, when they are learning about messengers in Ancient Greece, this is an opportunity to look at location, using maps and globes. A.
Come Fly With Me! Arctic Circle TERM 3 Pupils are introduced to globes and their purpose, focusing specifically on the line of latitude known as the Arctic Circle. They then learn about some of the spaces and places within the Arctic Circle, its weather and the effects of the climate on the environment, including seasonal change, and interdependence between plants, humans and animals. They are introduced to the physical geographical concept of permafrost and learn about some of the challenges and adaptations needed to survive in the coldest climate in the world, the tundra biome. **Concepts** **NC -** 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 A. To know what the Arctic Circle is and be able to locate the Arctic Circle on a map B. To understand about the weather and climate in the Arctic Circle C. To learn about the Inuit people group and their customs and traditions D. To learn about the Aurora Borealis (Northern Lights)	**NC Essential Paddington's Passport TERM 2** Using the contrast between Peru and England, pupils will learn about the similarities and differences, including different climates, the interdependence between plants and animals, and will further develop their skills in using maps and globes. Continents and oceans will also be revisited, as well as the four countries of the UK, with a comparison between Lima and London. **Concepts** B. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country i.e. Lima, Peru and London (NC) C. To name and locate the world's seven continents and five oceans (NC) D. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC) To identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage using world maps and globes (NC)

© Dimensions Curriculum Ltd.

Geography

Knowledge Progression

CYCLE A

Unity in the Community TERM 4

Through this thematic unit, pupils encounter the meta-concepts of place, space and environment, interdependence, sustainability and processes and changes. As they explore the physical and human geography of their own locality, they learn about the relationship between people and places, and how and why locations change as a result of human activity. Fieldwork, use of compass points and mapping, including perspectives all feature as part of their geography learning.

Concepts

A. To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area. (NC)
B. To know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop (NC)
C. To know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation (NC)
D. To know how to locate the school on a map
E. To learn about how places have become the way they are and how they are changing
F. To recognise changes in the environment and identify how the environment may be improved and sustained

CYCLE B

Land Ahoy! TEMR 4

Building their place and space knowledge, pupils learn to name and locate the continents and oceans, linked to their understanding of land and sea. They identify and classify physical and human geographical features, looking in more detail at the island of Madagascar. Locational language and compass directions are reinforced, and pupils also learn about simple co-ordinate grid maps.

Concepts

NC - 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

C. To name and locate the world's continents and oceans (NC)
D. To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation (NC)
E. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)

The Four Seasons Project

Pupils will, across the four seasons, investigate and identify seasonal weather patterns in the United Kingdom.

Concepts

- Identify seasonal and daily weather patterns in the United Kingdom
- Use basic geographical vocabulary to refer to key physical features
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Term 1 and 2 – Autumn
Term 2 and 3 – Winter
Term 4 and 5 – Spring
Term 5 and 6 - Summer

© Dimensions Curriculum Ltd.

Geography

Key Vocabulary in Never Eat Shredded Wheat and Paddington's Passport Vocab				
Pathfinders Year 1 langauge				**Pathfinders Year 2 additional langauge**
aerial view	continent	north	flag	amazon
Africa	country	North America		Lima
Antarctica	Edinburgh	Northern Ireland		ocean
Arctic Ocean	England	Pacific Ocean		Peru
Asia	Europe	physical features		rainforest
Atlantic Ocean	globe	Scotland		route
Australasia	human features	south		survival
beach	itinerary	South America		
Belfast	Indian Ocean	Southern Ocean		
capital city	landmark	United Kingdom		
Cardiff	locality	valley		
climate	location	vegetation		
coast	London	village		
compass	map	Wales		
direction	mountain	West		
east	nationality	national anthem		

© Dimensions Curriculum Ltd.

Geography

Key Vocabulary			
Pathfinders (CYCLE A)			
Come Fly With Me! Arctic Circle			
Alaska	Greenland	North Pole	
Arctic Circle	igloo	Northern Lights	
Aurora Borealis	Inuit	permafrost	
Canada	latitudinal lines	polar	
climate	locality	Scandinavia	
Finland	midnight sun	Siberia	
globe	north	tundra	

Key Vocabulary			
Pathfinders (CYCLE B)			
Land Ahoy!			
beach	forest	map	river
climate	globe	mountain	route
coast	hill	navigation	sea
compass	human geography	north	settlement
continent	island	ocean	south
country	land	physical geography	terrain
direction	location	rainforest	vegetation
east	Madagascar		west

Key Vocabulary			
Pathfinders 1 / Year 1			
Unity in the Community			
aerial view	countryside	landscape	physical features
beach	factory	local	shops
bird's eye view	farm	locality	soil
boundary	forest	map	town
city	google earth	mountain	valley
coast	hill	offices	vegetation
country	human features	perspective	village
	landmark		

Key Vocabulary
Pathfinders 2 / Year 2
Additional Knowledge - Inter-Nation Media Station
beacon
church
TV mast
radio mast
hill
forest

© Dimensions Curriculum Ltd.

Geography

ADVENTURERS

Knowledge Building					
Processes and Changes	**Human Geography**	**Physical Geography**	**Geographical Vocabulary**	**Location and Environments**	**Similarities and Differences**
Know that both primary and secondary sources of evidence show process and change	Know, compare and describe some human geographical features in the wider world	Know, compare and describe some physical geographical features in the wider world	Know and understand key vocabulary related to geographical processes	Know and understand the interrelationship between location and environment	Understand how and why some places and features are similar or different, giving reasons

Skills Progression	
Geography Skills Adventurers 1 / Y3	**Geography Skills Adventurers 2 / Y4**
Ge22 Ask and respond to questions to develop a sense of place Ge23 Collect and record evidence and begin to offer explanations Ge24 Investigate key aspects of human and physical geography Ge25 Explore places with different climate zones Ge26 Identify where significant places are located in the UK, Europe and the wider world Ge27 Identify similarities and differences between places and environments and understand how they are linked Ge28 Identify how the ways in which people live sometimes have consequences for the environment Ge29 Use appropriate geographical vocabulary to communicate their findings Ge30 Collect and analyse a range of data from simple fieldwork experiences Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans Ge32 Use ICT to help in geographical investigation	Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living things Ge35 Identify where significant places are located in the UK, Europe and the wider world Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales Ge38 Use appropriate geographical vocabulary in communicating findings Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data Ge40 Describe, compare and offer reasons for their views Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales Ge42 Use secondary sources of information and ICT as part of investigations

© Dimensions Curriculum Ltd.

Geography

Knowledge Progression

Adventurers CYCLE A

Come Fly With Me! Africa TERM 3

In this unit, pupils' learning is focused on Africa. First using globes to locate this specific continent, they then learn where the five largest countries of Africa are positioned on a map of Africa and learn some facts about these countries, understanding how the location of Africa, in relation to the equator, dictates its climate. Through an African food focus, they learn about its weather and the effects of the climate on the physical landscape, using problem-solving skills to decide where would be best to grow certain foods. They also learn about seasonality and Fairtrade.

Concepts

NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

A. To know the location of the continent of Africa and identify its largest countries

To know about some aspects of African culture

B. To know the location of Greece

Additional Knowledge

Athens v Sparta TERM 4

As pupils learn about Ancient Greece, this is an opportunity to learn about how primary sources of geographical evidence (human geography) show changes over time. They will learn how urbanisation occurred in Athens, creating a wealthy trade centre, and about Sparta's mountainous location and fertile soil, meaning it could be self-sufficient.

Under the Canopy Term 5/6

Through this thematic unit, pupils build on the meta-concepts of place, space and environment, focusing on interdependence, sustainability, and processes and changes in the tropical rainforest biome. They will further explore the relationship between proximity to the Equator and the Tropics of Cancer and Capricorn with climate, and the resulting biodiversity.

Concepts

NC - Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities

NC - 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)

A. To learn about the tropical rainforest biome as an ecosystem

A.

Adventurers CYCLE B

Picture Our Planet TERM 5/6

Learning is centred around three contrasting localities:- Brazil, Scotland and Fiji, comparing physical and human features, traditions and customs and gaining an insight into how each country is tackling their own particular conservation issues. This helps pupils understand how human processes lead to physical changes e.g. deforestation. Pupils will also have the opportunity to look at a range of sources and evidence and make comparisons, developing an understanding of the interrelationship between location and environment.

Concepts

NC - 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

A. To know some key facts about Brazil / Scotland / Fiji

B. To know some of the physical features of Brazil / Scotland / Fiji

C. To know some of the human features of Brazil / Scotland / Fiji

A. To understand some of the traditions and customs of Brazil / Scotland / Fiji

B. To understand how Brazil / Scotland / Fiji is tackling conservation issues

Window on the World TERM 6

Pupils focus on land use in this study of settlement, looking at the physical features that make a location suitable for habitation. They then learn about trade links and the interdependence between countries importing and exporting, using the recent Suez Canal blockage to illustrate the importance of global trade. They also learn about captive breeding programmes and their importance in tackling the issue of vulnerability of some animal species in the wild.

Concepts

A. To describe and understand key aspects of human geography, including types of settlement and land use (NC)

B. To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC)

A. To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries

© Dimensions Curriculum Ltd.

Geography

Theme Progression	
Adventurers CYCLE A	**Adventurers CYCLE B**
NC Essentials Out and About TERM 6 Pupils learn about space (counties) and place (cities) in the UK, looking at specific topographical features, such as mountains and rivers. They will analyse how features change over time and provide explanations, suggesting how (processes) and why such changes occur, making comparisons. They will develop their fieldwork skills, generating questions about the local area and recording information in appropriate ways. They will also become familiar with using the eight points of the compass and Ordnance Survey maps. **Concepts** B. To 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, rivers), and understand how some of these aspects have changed over time (NC) C. To know and 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 and the wider world (NC) D. To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)	
•	
Adventurers 2 / Year 4 Seasons Around the World Project	
Pupils will, across the four seasons, investigate and identify associated seasonal weathers in each country studied. They will link this learning to location and identify factors that affect the climate in each country. Term 1 and 2 – Autumn in Canada Term 2 and 3 – Winter in Switzerland Term 3 and 4 – Spring in Russia Term 5 and 6 – Winter in Brazil	

© Dimensions Curriculum Ltd.

Geography

Key Vocabulary

Adventurers CYCLE A

Come Fly With Me! Africa

aerial photograph	archipelago	coral reef	locality
Africa	Brazil	country	loch
Angola	Christ the Redeemer	deforestation	mangrove
Benin	climate	endangered species	monolith
Botswana	coastal plain	Europe	Oceania
continent	colonial	grassland	plateau
country	colony	inhabited	pollution
Congo	continent	Levuka	River Tiete

Out and About

city	location	settlement	survey
compass	mountain	southeast	symbol
country	navigation	southwest	topography
county	glacier	northeast	valley
fieldwork	GPS	northwest	weather
key	grid reference	Ordnance Survey map	
lake	human feature	physical feature	
landscape	industrialisation	region	

Under the Canopy

aerial survey	deforestation	fungi	plaza
biodiversity	emergent layer	hemisphere	satellite images
canopy layer	equator	humidity	sustainability
cocoa	equatorial	Mayan	trees
coffee	fair trade	Mexico	Tropic of Cancer
conservation	forest floor	originate	Tropic of Capricorn
			Tropical
			understory layer

Adventurers CYCLE B

Picture Our Planet

Sao Paulo
Scotland
South America
Sugar Loaf Mountain
tourism
urbanisation
conservation
volcanic rock
water cycle

Window on the World

settlement
trade
import
export
extinction
captive
habitation

© Dimensions Curriculum Ltd.

Geography

End Goals
Explorers / EYFS
Our aim in teaching geography in Explorers is to tap into pupils' natural curiosity and develop in them a fascination with the world, its places and people. By the end of this phase, pupils should be able to make sense of their physical world and environment. They should be familiar with their immediate locality through exploring and observing, and be able to name some key features e.g. houses, trees. They should begin to understand that some are man-made (human geography) and some are natural (physical geography). Pupils should also be able to use simple directional language accurately. Pupils should also know that the world is made up of different countries and that there are similarities and differences between them e.g. climate, buildings. They should know what a map is and that we use them to gain information about a place.
Pathfinders / KS1
Our aim in teaching geography in Pathfinders is to expand pupils' horizons by learning more about their own locality and country, as well as investigating interesting locations in the wider world. The geography that children learn is brought `alive' for them through investigating and asking questions about the world. By the end of this phase, they should have a clear understanding of the differences between human and physical geography, including weather and climate. They should be able to name the continents and oceans and know which continent their home country belongs to. Basic geographical vocabulary should be embedded so that pupils are able to ask and answer simple geographical questions and explain their thinking. They should be familiar with compass directions and be able to use those in context e.g. North Pole, South America. They should also begin to understand how and why changes to places and the environment happen, both as a result of natural processes and through human activity.
Adventurers / LKS2
Our aim in teaching geography in Adventurers is to equip pupils with knowledge of diverse places, people, resources, and natural and human environments. By the end of this phase, they should have an understanding of a wide range of physical and human features and processes, as well as being able to recognise and explain the interrelationship between location and environment. They should understand the difference between primary and secondary sources of evidence and recognise the role that fieldwork plays in contributing to the collection of primary evidence. Geographical vocabulary should include more specific and complex language which pupils are able to use appropriately and in context. Pupils should recognise and value interdependence through themes such as food, tourism and trade.

© Dimensions Curriculum Ltd.