



# All Hallows C of E Primary School Geography Curriculum

*'You can travel the seas, poles, and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can't imagine a subject more relevant in schools. We'd all be lost without it.'*

*Michael Palin*

## **Intent**

At All Hallows we intend to inspire in pupils an appreciation of the beauty and diversity of the world and its people. Teaching should fuel their curiosity and equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through our curriculum, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.

## **EYFS:**

In our Reception class we will encourage the children to observe their world, noticing differences, similarities and changes, through first hand observation, stories, books and maps.

## **KS1:**

In Key Stage 1 pupils will develop knowledge about the world, the United Kingdom and their locality and their place within it. They will 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.

## **KS2:**

Pupils will 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.



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## Implementation

Geography at All Hallows is taught in blocks throughout the year, with EYFS and Key stage 1 classes teaching 3 blocks and KS2 classes teaching 2 blocks, so that children can achieve depth in their learning. Our Geography Team have developed a clear progression of knowledge and skills from EYFS to Y6 and a Long-Term Plan which teachers use as the starting points for their planning and the objectives for their assessment. This ensures that knowledge builds progressively and that children develop skills systematically whilst also enabling teachers to develop appropriate cross-curricular links and themed planning.

Locational knowledge

Human and physical geography

Geographical skills and Fieldwork

Place Knowledge

	Autumn		Spring		Summer	
	Knowledge	Contextual Vocabulary	Knowledge	Contextual Vocabulary	Knowledge	Contextual Vocabulary
R	<p><b>All about me/All about my family.</b></p> <p><b>Knowledge</b>            Know the season Autumn and what changes they can observe.            Know the changes between Autumn and Winter.</p> <p><b>Skills</b>            Talks about features of the current season.            Describes simple changes linked to the seasons.            Describes features of the immediate environment using simple language.            Describes familiar aspects of life in this country.</p>	<p>Season            Autumn,            Map            Place</p>	<p><b>All About my School/ All About my Community.</b></p> <p><b>Knowledge</b>            Know the different parts of the school and their purpose.            Know simple map words (near, far, next to.)            Know features of the local area.</p> <p><b>Skills</b>            Describes the environment using information from discussion or texts.            Talks about similarities and differences using non-fiction texts.            Uses simple maps or symbols to describe their environment.</p>	<p>Building            Route            Map            Symbol            Key            Town</p>	<p><b>All About my Country/ All About my World.</b></p> <p><b>Knowledge</b>            Know the name of the country we live in.            Know simple features of our country (flag, weather, capital city).            Know that different countries have different foods, clothes and traditions.            Know the features of Summer and how seasons change.</p> <p><b>Skills</b>            Describes their immediate environment clearly using multiple sources.</p>	<p>UK            England            Scotland            Wales            Northern Ireland            Capital city            Continent            Ocean            Seasons</p>



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	<p>Talks about features of the local natural environment. Talks about features of the current season. Describes familiar places using observational language. Identifies simple differences between life here and in another country through stories. Identifies simple differences between local environment and a contrasting one. Describes simple changes linked to the seasons.</p>		<p>Uses simple maps to talk about where countries are and how life may differ. Compares the local environment with a contrasting environment.</p>		<p>Explains similarities and differences between life here and in other countries. Independently explains similarities and differences between environments. Links changes to seasons or processes in the natural world. Describes their immediate environment using observation, discussion, stories, non-fiction texts and maps. Explains some similarities and differences between life in this country and life in other countries using stories, non-fiction texts and maps. Explores the natural world, making observations and drawing pictures of animals and plants Knows some similarities and differences between the natural world around them and contrasting environments, using experiences and stories. Understands some important processes and changes in the natural world, including seasons and changing states of matter.</p>	
Y1	<p><b>Our School</b></p> <ul style="list-style-type: none"> <li>• <b>There are changes in weather in each season.</b></li> <li>• <b>In the UK the weather can change quickly during the day.</b></li> <li>• <b>To use simple fieldwork and observational skills to study the</b></li> </ul>	<p>Seasons Observations Record Temperature Thermometer Affects Landmark</p>	<p><b>My Local Area</b></p> <ul style="list-style-type: none"> <li>• <b>Identify which is the hottest and coldest season in the UK.</b></li> <li>• <b>Recognise key human and physical features of my local environment.</b></li> <li>• <b>Make simple observations on a walk of our local area.</b></li> </ul>	<p>Fieldwork Map Route Physical feature Human feature Globe</p>	<p><b>A holiday Destination</b></p> <ul style="list-style-type: none"> <li>• <b>Locate the 4 countries of the UK on a map, atlas and / or globe and locate the four capital cities.</b></li> <li>• <b>Use aerial photographs and plan perspectives to recognise landmarks in the UK.</b></li> <li>• <b>Know the human and physical features of a</b></li> </ul>	<p>United Kingdom Capital City Address Country Island Pier Promenade Resort Tourist Aerial photographs</p>



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	<p>geography of my school and its grounds relating to physical and human features.</p> <ul style="list-style-type: none"> <li>To read and create a simple map of our school grounds.</li> <li>To use aerial photographs and plan perspectives to recognise landmarks.</li> </ul>		<ul style="list-style-type: none"> <li>Track the route of our walk on a simple map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks in my local area.</li> </ul>		<p>place in England and compare to our local area.</p> <ul style="list-style-type: none"> <li>Locate the three main seas that surround the UK.</li> <li>Know own address and postcode.</li> </ul>	
Y2	<p><b>‘Explorers’ Arctic and Antarctic</b></p> <ul style="list-style-type: none"> <li>Countries around the world have different climates. Know the location of hot and cold areas of the world in relation to the Equator and the Norths and South Pole.</li> <li>Climates can affect many things, such as which plants can grow. Many animals are specially adapted to the climate they live in.</li> <li>Use geographical vocabulary to refer to key physical and human features of life in the Arctic.</li> <li>Locate the seven continents on a world map, atlas and / or globe and names of the five oceans.</li> </ul>	<p>Climate Affect Equator North Pole South Pole Antarctica Adapted Continent Polar</p>	<p><b>‘Where we live’</b></p> <ul style="list-style-type: none"> <li>Know the main differences between city, town and village.</li> <li>Talk about advantages and disadvantages of living in a city or village.</li> <li>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.</li> <li>Know the characteristics of each of the 4 countries in the UK and can locate them on a map.</li> <li>Use aerial photographs and plan perspectives to recognise local landmarks and human and physical features.</li> </ul> <ul style="list-style-type: none"> <li>Conduct simple fieldwork and observational skills to look at</li> </ul>	<p>Compass Direction Countryside Pro Con Plan Human &amp; Physical Feature Map Key</p>	<p><b>‘Our Wonderful World’</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying human and physical geography of a place in England and small area in a non-European country (Madagascar.)</li> <li>Know the location of Madagascar on a map and globe and talk about its climate in relation to the Equator and the North and south poles.</li> <li>Compare human and physical features in both localities.</li> <li>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, beach.</li> <li>Devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p>Tropical climate Temperate climate Madagascar Arid climate Rainforests Desert</p>



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			the key human and physical features of our surrounding environment with a focus on Gedling Country Park.			
Y3	<p><b>Extreme Earth</b></p> <ul style="list-style-type: none"> <li>Know the key physical features and parts of a volcano.</li> <li>Know what causes an earthquake</li> <li>Describe how volcanoes and earthquakes have an impact on people's lives. (Pompeii)</li> <li>Identify where the main mountain regions are in the UK and the wider world.</li> <li>To describe and understand key aspects of physical geography with a focus on mountains.</li> </ul>	<p>Volcano Magma Chamber Vents Craters Crust Slopes Earthquake Tsunamis Tectonic plates Summit Atlas Altitude Avalanche Gorge Hypothermia Erupt Mountain</p>	<p><b>Comparison with a region in a European Country</b></p> <ul style="list-style-type: none"> <li>Know a number of geographical differences and similarities through the study of human and physical geography between living in the UK and a region of a European country – Italy: Pompeii and York.</li> <li>Name and locate at least eight European countries and their capital cities on a world map.</li> <li>Identify and discuss the key physical and human characteristics of a region in a European country.</li> <li>Compare and contrast a location with my own home.</li> <li>Use maps to locate European countries and major cities/Capitals.</li> <li>Name and use the eight points of a compass.</li> </ul>	<p>Compass Pompeii York Human &amp; Physical Atlas Mediterranean Capital</p>	<p><b>Rainforests</b></p> <ul style="list-style-type: none"> <li>Understand what deforestation is and label layers of a rainforest.</li> <li>Explain what is meant by biomes and what are the features of a specific biome. (Rainforest)</li> <li>Use maps to locate countries, the equator, Tropic of Cancer, Tropic of Capricorn.</li> <li>Describe and understand key aspects of economic activity with a focus on trade links.</li> </ul>	<p>Biome Deforestation Humid Native tribes Species Emergent layer Canopy layer Understory layer Forest floor Import Export</p>



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Y4	<p><b>Our Country</b></p> <ul style="list-style-type: none"> <li>• <b>Name and locate counties and cities of the UK.</b></li> <li>• <b>Name and locate at least six cities in England.</b></li> <li>• <b>Know about the geographical regions and identify human and physical characteristics of counties and cities in parts of the UK.</b></li> <li>• <b>Know key topographical features of the UK including hills, mountains, coasts, rivers.</b></li> <li>• <b>Use 4 figure grid references, symbols and keys to build knowledge of the United Kingdom.</b></li> </ul>	<p>Ordnance survey Maps Symbols Grid reference Digital map – Satnav Mountain Hill River Coast Coastline Seashore Topographical County Agriculture, Recreation Retail Rural Symbol Urban Easting Northing National Grid</p>			<p><b>Somewhere to settle</b></p> <ul style="list-style-type: none"> <li>• <b>Know different types of settlements and land use.</b></li> <li>• <b>Linking with history, know how to compare land use maps of the UK from the past with the present.</b></li> <li>• <b>Explain why most cities are located by a river.</b></li> <li>• <b>Identify, name and locate the main rivers in the UK. Thames, Trent, Mersey, Tyne, Spey.</b></li> <li>• <b>Label the main features of a river.</b></li> <li>• <b>Understand and explain the features and impact of the water cycle. (flooding)</b></li> <li>• <b>Use fieldwork to observe, measure and record physical features with a focus on Ouse dyke.</b></li> <li>• <b>I can name 8 points of a compass.</b></li> <li>• <b>Know the land in the UK has changed over time. Be able to use digital mapping to see how land use has changed over time and describe the features studied.</b></li> </ul>	<p>Agriculture Early settlers River Channel Dam Discharge Mouth Source Tidal bore Tributaries Water cycle Compass Cumulonimbus precipitation Sketch map Topographical Population Human &amp; Physical Geography</p>
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Y5			<p><b>Our World – Whole Term</b></p> <ul style="list-style-type: none"><li>• <b>Name and locate four countries from the southern and four from the northern hemisphere.</b></li><li>• <b>Name and locate the position and significance of latitude and longitude.</b></li><li>• <b>Know the key physical aspects of vegetation belts.</b></li><li>• <b>Name and locate a number of world countries using a variety of sources (globes, atlases and maps).</b></li><li>• <b>Name a number of European capital cities. Name and locate at least eight major capital cities across the world.</b></li><li>• Use graphs to record features such as temperature or rainfall across the world. (linked to data learning in maths)</li><li>• <b>Know the key physical features of climate zones.</b></li><li>• Know the causes and impact of climate change.</li><li>• Know what is meant by the term 'tropics.'</li><li>• <b>Know where the Arctic and Antarctic circle, Tropic of Cancer, Tropic of Capricorn are on a world map, atlases and globe and be able to discuss their significance.</b></li></ul>	Tropics Vegetation Belts Latitude Longitude Climate zone Climate change Temperate Tropical		
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Y6			<p><b>The Americas</b></p> <ul style="list-style-type: none"> <li>• <b>Name and locate a number of South and North American countries.</b></li> <li>• <b>Through the study of human and physical geography of a region within North or South America know geographical similarities and differences with an area in the UK (led by the children's choice of region in America.)</b></li> <li>• <b>Describe and understand key aspects of a range of biomes.</b></li> <li>• Explain the main human and physical differences between developed and developing countries.</li> <li>• Discuss why industrial areas and ports are important.</li> <li>• <b>Describe and understand key aspects of economic activity with a focus on the distribution of natural resources focusing on energy, food, minerals and water of key places studied.</b></li> </ul>	<p>Biomes Human and Physical features Flora &amp; Fauna Prime Meridian Time zone Trade Import Export Trade links Aquatic Grassland Forest Desert, Tundra Developed &amp; Developing countries Natural resources Minerals</p>	<p><b>Local fieldwork study</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>Know some symbols and keys on an ordnance survey map for the UK (building on from Year 4.)</b></li> <li>• <b>Be able to use 6 figure grid references.</b></li> </ul>	<p>Human and Physical features Sketch maps Field maps Digital technologies</p>



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			<ul style="list-style-type: none"> <li>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night.)</li> <li>Locate contrasting socio-economic countries.</li> </ul>			
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## Impact

### Knowledge Progression Grid – Geography

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Locational Knowledge</b>	<p>I know we live on an island surrounded by sea.</p> <p>I know where the United Kingdom is, located on a world map</p> <p>I know where I live (Gedling,</p>	<p>I know and can locate the names of the four countries that make up the UK</p> <p>I know and can locate the three main seas that surround the UK</p> <p>I know the characteristics of</p>	<p>I know and can locate the names of the seven continents.</p> <p>I know and can locate the names of the five oceans.</p> <p>I know the position of the Equator, the Northern</p>	<p>I can name and locate at least eight European countries and their capital cities on a world map.</p> <p>I know about the environmental regions of a European country</p>	<p>I know the names and locate a number of counties and at least 10 cities in the UK.</p> <p>I know about the geographical regions and identify human and physical characteristics of</p>	<p>I know, can name and locate the position and significance of latitude and longitude.</p> <p>I can name and locate four countries from the southern and four from the</p>	<p>I know about the Prime/Greenwich Meridian and time zones and work out differences (including day and night)</p> <p>I know and can locate contrasting socio-economic countries.</p>	<p>I know and can locate the worlds continents and oceans</p> <p>I know and can locate countries in Europe, North and South America</p>



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	<p>Nottingham, England) I know London is the capital of England</p>	<p>each of the 4 countries in the UK</p> <p>I know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p>	<p>Hemisphere and the Southern Hemisphere.</p>	<p>I know the key physical and human characteristics of a region of a European country Pompeii</p> <p>I can name and locate Nottingham, York and London on a map of England.</p> <p>I know what deforestation is and can label layers of a rainforest.</p> <p>I know and can locate the Tropics of Cancer and Capricorn.</p> <p>I know how to identify where the main mountain regions are in the UK.</p>	<p>counties and cities in parts of the UK</p> <p>I know key topographical features of the UK including hills, mountains, coasts, rivers.</p> <p>I know why most cities are located by a river and the land-use patterns.</p> <p>Linking with history, I know how to compare land use maps of the UK from the past with the present, focusing on land use.</p>	<p>northern hemisphere.</p> <p>I know the names of a number of European capital cities.</p> <p>I can name and locate at least 8 major capital cities across the world.</p> <p>I know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on world maps, globes and atlases.</p> <p>I know what is meant by the term 'tropics'</p>	<p>I know and can explain what a time zones is and calculate time differences across the world.</p> <p>I know the names and can locate, a number of South or North American countries.</p>	<p>I know and can locate Russia and China on a world map</p> <p>I know and can locate the major rivers in the world</p> <p>I can name and locate a number of the world's longest rivers.</p>
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<p><b>Place Knowledge</b></p>	<p>I know and can discuss the features of my local environment</p> <p>I know the name of my school and can say some of the things I pass on the way to school.</p> <p>I know some environments that are different to the one in which we live</p> <p>I know some of the animals and plants that live all around me.</p> <p>I know some animals from different parts of the world.</p> <p>I know some similarities and differences between life in this country and life in other countries</p> <p>I know that seasons change and the differences between them</p>	<p>I know the human and physical features of a place in England.</p> <p>I know and can identify the features of hot and cold places in the World.</p> <p>I know the seasonal patterns in the UK (using the geographical vocabulary season and weather)</p> <p>I know daily weather patterns in the UK</p> <p>I know my own address including the post code</p>	<p>I know similarities and differences of the geographical features of a place in England and small area in a non-European country</p>	<p>I know at least 5 geographical differences and similarities through the study of human and physical geography between living in the UK and a region of a European country – Italy Pompeii</p>		<p>I know the key physical features of climate zones</p> <p>I know the causes and impact of climate change</p>	<p>I know geographical similarities and differences through the study of human and physical geography of a region within North or South America and a region in the UK.</p>	<p>I know and can locate the main human and physical features of the local area</p> <p>I know and understand the global patterns of development, locating countries in different states of development</p> <p>I know the cause of weather in the UK</p>
<p><b>Human and Physical Geography</b></p>	<p>I know some of the people who work in my community and what they do.</p> <p>I know what Harvest is</p> <p>I know some of the festivals that are celebrated around the world.</p> <p>I know that different foods are grown around the world</p>	<p>I know and can identify which is the hottest and coldest season in the UK</p> <p>I know the main weather symbols and can identify seasonal and daily weather patterns.</p> <p>I know the key human and physical features of my local environment.</p>	<p>I know the main differences between city, town and village</p> <p>I know some of the advantages and disadvantages of living in a city or village</p> <p>I know and can identify the following physical features mountain, lake, island, valley,</p>	<p>I know the key physical features and parts of a volcano</p> <p>I know what causes an earthquake</p> <p>I know how to describe how volcanoes and earthquakes have an impact on people's lives. (Pompeii)</p>	<p>I know different types of settlements and land use</p> <p>I know and can label the main features of a river.</p> <p>I know and can explain why most cities are located by a river.</p> <p>I understand and can explain the features</p>	<p>I know the key physical aspects of vegetation belts</p>	<p>I know what is meant by biomes and what are the features of a range of different biomes (e.g. rainforests, grasslands, aquatic, forest, tundra, desert)</p> <p>I know the key aspects of economic activity and trade links</p>	<p>I know the key features of Russia's physical landscape, climate, environment, population and economy</p> <p>I know how my local area is linked to other countries through globalisation</p>



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			<p>river, cliff, forest, beach</p> <p>I can identify the location of hot and cold area of the world in relation to the Equator and the North and South Pole</p>	<p>I know how to compare and contrast a location with my own home discussing human and physical features.</p> <p>I know and can explain what is meant by biomes and what are the features of a specific biome</p> <p>I know and can describe some of the features of a number of the world's highest mountains.</p>	<p>and impact of the water cycle. (flooding)</p> <p>I know key topographical features (for example, hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time</p>		<p>I know why industrial areas and ports are important</p> <p>I know about and can explain the main human and physical differences between a region in North/South America and a region in the UK.</p> <p>I know about and can discuss the distribution of natural resources focusing on energy, food, minerals and water of key places studied.</p>	<p>I know the role that China plays in globalisation</p> <p>I know the human and physical features of a river</p>
<p><b>Skills and Fieldwork</b></p>	<p>I show curiosity in my environment both inside and outside. I can say what I hear, see and feel. I can observe an immediate change, the wind picking up, the sun come out. Observe and talk about the changes in nature.</p>	<p>I know the location of the 4 countries of the UK on a map, atlas and / or globe</p> <p>I know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of their local environment</p> <p>I know how to use aerial photographs and plan perspectives to recognise landmarks in the UK</p> <p>I can make observations on a walk of our local area</p>	<p>I know the location of the seven continents on a world map, atlas and / or globe</p> <p>I know which is N, E, S and W on a compass</p> <p>I know the location of the non-European country in the contrasting study on a map, atlas and / or globe</p> <p>I know and can identify where the equator, North Pole and South Pole are on a globe</p> <p>I know how to use simple compass directions (North, South, East and</p>	<p>I know how to use maps to locate at least 8 European countries and their capital cities.</p> <p>I know and can name the eight points of a compass</p> <p>I know how to use maps, atlases and globes to locate countries, the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p>	<p>I know some symbols and keys on an ordnance survey map for the UK</p> <p>I know how to use a 4-figure grid references.</p> <p>I know how to 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>I know how to use the eight points of a compass, use 4 figure grid references, symbols and keys to build my knowledge</p>	<p>I know how to use digital mapping to see how land use has changed over time and describe the features studied</p> <p>I know how to use graphs to record features such as temperature or rainfall across the world. (linked to data learning in maths)</p>	<p>I know how to use six-figure grid references</p> <p>I know how to use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>I know how to 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>I know and can explain what most of the ordnance survey symbols stand for.</p>	<p>I know how to locate places using latitude and longitude</p> <p>I know how to analyse distribution on maps at a variety of scales</p> <p>I know how to annotate photographs and graphs</p> <p>I know how to analyse and interpret data</p> <p>I know how to draw and annotate a sketch map</p>



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			<p>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>I know how to use aerial photographs and plan perspectives to recognise human and physical features I know how to devise a simple map; and use and construct basic symbols in a key</p>		of the United Kingdom in the past and present.			
<b>Vocabulary (Cumulative)</b>	<p>Fieldwork Gedling Nottingham United Kingdom World London Capital Near Far Africa - Kenya Arctic Seasons Autumn Winter Spring Summer Weather Farm Beach Countryside Observation Island Rainforest Affects Landmark Church Desert Local area</p>	<p>Aerial photo Seasons Record Temperature Thermometer Affects Landmark Fieldwork Route Human &amp; physical feature UK Capital city Address Country Island Pier Promenade Resort Tourist Observations Map Globe</p>	<p>Climate Affect Equator North &amp; South Pole Antarctic Adapted Continent Compass Direction Countryside Pros &amp; Cons Tropical Climate Temperate climate Madagascar Arid climate Rainforest Desert Plan Physical &amp; Human features Key Map Polar</p>	<p>Erupt Fossils Magma Chambers Vents Craters Slopes Earthquake Tectonic plates Volcano Tsunamis Deforestation Humid Native tribes Species Emergent layer Canopy layer Understorey layer Forest floor Biome Atlas Altitude Avalanche Crust Gorges Hypothermia Summit Compass Pompeii York Import</p>	<p>Compass Mountain Hill River Coast Coastline Seashore Early settlers Channel Dam Discharge Mouth Source Tidal bore Tributaries Water cycle Sketch map Cumulonimbus Topographical Population Human geography Physical geography County Agriculture Recreation Retail Rural Symbol</p>	<p>Latitude Longitude Tropics Vegetation belts Climate zone Climate change Temperate Tropical</p>	<p>Human &amp; Physical features Time zones Trade links Sketch maps Digital technology Import &amp; Exports Biomes Flora/fauna Prime Meridian Developed Developing countries Natural resources Minerals Aquatic Grassland Forest Desert Tundra Trade</p>	



## All Hallows C of E Primary School Geography Curriculum

	Globe Map England Environment			Export Human & Physical Mountain Mediterranean Capital	Urban Digital map - Satnav Easting Northing Grid references National Grid Ordnance Survey Symbols Maps Precipitation			
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Teachers use continuous assessment to identify and assess gaps during teaching. Assessment grids are completed annually for Y1 – Y6 to show children's progress towards the end of year objectives on the knowledge progression grids. All data is passed onto the Geography Team who use it to inform their action planning.