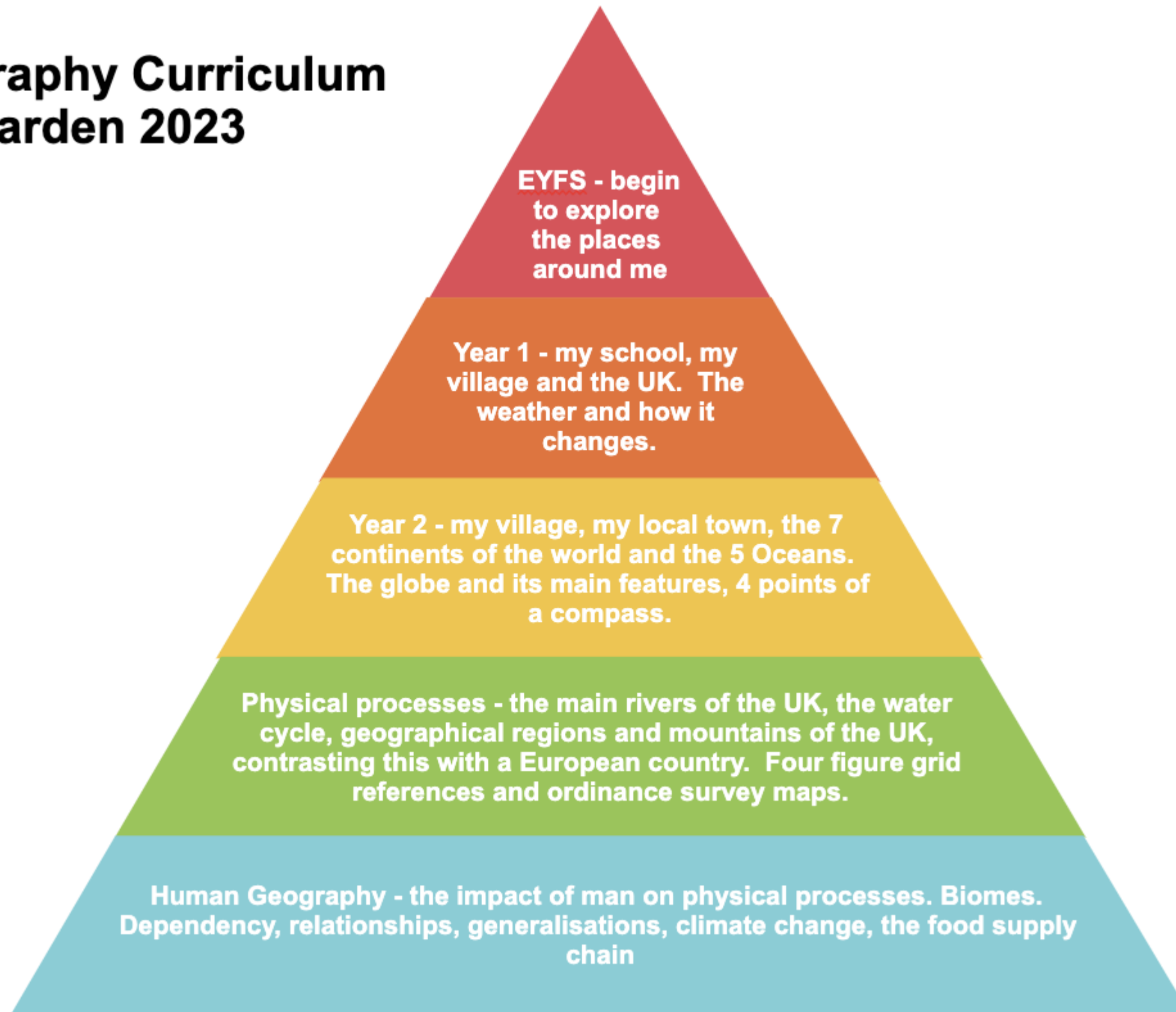


Substantive Concepts <i>A way of dividing up our experience of a messy world into more manageable units, enabling us to communicate about things we can't immediately see.' Taylor, 2008</i> <i>What coverage are the children going to come across during their time at Smarden.?</i> <i>What knowledge are they building on within these concepts?</i> <i>What are the 'golden threads' that allow them to become true geographers?</i>								Disciplinary Concepts <i>What geographical questions are they asking in order for them to think like a geographer?</i> <i>How are they thinking in a geographical way?</i> <i>What evidence can we see to show this? outcomes/books/child voice?</i> <i>What techniques ( specific skills) are they using within these concepts?</i>					Fieldwork & Skills	
Place & Space	Scale	Interdependence	Physical Processes	Human Processes	Environmental Impact & Sustainable Development	Cultural Awareness & Cultural Diversity		Cause & Effect	Classifying & Describing	Generalising & Summarising	Sequencing and Connecting	Changes over time		
<i>What is in places? What happens there? Ways places change and develop? How we respond to them?</i>	<i>The lens to look at the world, starting small, local, regional, national, continental. Enables relationships to be identified, patterns and connections to be recognised.</i>	<i>The nature and significance of links between features, places, events and people, locally, regionally or globally, whether ecological or socially generated.</i>	<i>Relates to the land and oceanic surface of earth, its geology and atmosphere, the range of earth's natural features</i>	<i>The range of earth's people created features and the human actions affecting the world. Explains the processes that create and change natural, built, modified and social environments.</i>	<i>The interactions between the natural and human environments and their effects on each other, particularly of change and its consequences.</i>	<i>Local and global diversity, people's lives and communities and their connections to the natural world.</i>								
Little Blue Planet plus a study of their locality.														
<b>Year 1</b>	Know where Smarden is and what it is like. Know that Smarden is in England. Know the names and location of the four countries that make up the UK and their capital cities.	Know that some places are hot and some are cold.	To make comparisons between Smarden and other places.	Know which is the hottest and coldest season in the UK. Know main weather symbols. Know what the countryside around Smarden is like.	Know how Smarden is suited to its residents - shops, pubs etc. To know the difference between Smarden and Ashford - a village and a town.			To ask simple questions	To comment on patterns and features in their local environment with support.	To analyse a range of sources and draw conclusions.	To observe features of their school and connect these to where it is.	How does my school change over the seasons? How has the village changed (eg new shop has opened).	Use a range of sources, including aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Observe and record features of their school and its grounds through simple fieldwork.	
Australia Here we come plus a study of their locality														
<b>Year 2</b>	Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world.	Know the main differences between a place in England and that of a small place in a non-European country.	Investigate their surroundings and make some comparisons between different places.	Identify the following physical features: mountain, hill, lake, island, valley, river, cliff, forest, sea, ocean, soil, valley, vegetation, coast and beach.	Explain some of the advantages and disadvantages of living in a city or village.	To know that more houses are being built in Smarden. This means our school needs to grow. The houses have been built on fields.		To ask increasingly searching questions about their environment.	Investigate their surroundings and make some comparisons between different places.	Observe features of their school and grounds through simple field work and share opinions with others.	make some comparisons between different places.	Changes in seasons, weather patterns, changes to my village and my school - housing development has led to the school growing in size.	Use a range of sources, including aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Observe and record features of their village through simple field work.	

	The UK and or Food for Thought The water cycle Rivers Mountains													
	<b>Place &amp; Space</b>	<b>Scale</b>	<b>Interdependence</b>	<b>Physical Processes</b>	<b>Human Processes</b>	<b>Environmental Impact &amp; Sustainable Development</b>			<b>Cause &amp; Effect</b>	<b>Classifying &amp; Describing</b>	<b>Generalising &amp; Summarising</b>	<b>Sequencing and Connecting</b>	<b>Changes over time</b>	<b>Fieldwork and Skills</b>
<b>Year 3/4</b>	<p>Know the names of, and locate, at least eight counties and at least six cities in England</p> <p>Know where the main mountain regions are in the UK</p> <p>To name and locate geographical regions of the UK and their identifying physical characteristics including coasts.</p> <p>Know, name and locate the main rivers in the UK.</p>	<p>Beginning to investigate patterns made by physical and human features</p>	<p>Link the location of major rivers with transportation and human settlement</p>	<p>Describe and understand key aspects of: the water cycle.</p>	<p>Human settlement around rivers.</p> <p>Impact of the water cycle on developing nations.</p>	<p>Water shortage. Comparison of water cycle with country on equator.</p>			<p>Why does it rain more in mountainous regions?</p> <p>What does this lead to?</p>	<p>Trade links Transportation Food miles</p>	<p>Begin to generalise eg rivers start at a source and end at the mouth.</p>	<p>Impact of food miles and transportation network on climate change.</p>	<p>Settlement of Smarden around location of river</p> <p>Impact of water shortage on land settlement throughout the world.</p> <p>Solutions for saving our planet.</p>	<p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc.</p> <p>Know what most of the ordnance survey symbols stand for. Know how to use six – figure grid references (map skills).</p>
	Amazon Adventures - rainforest and biomes Economic trade links and the food supply chain. Sustainability, the environment. Earthquakes and Volcanoes													
<b>Year 5/6</b>	<p>Know the names of, and locate, a number of South or North American countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of the equator and the tropics of cancer and capricorn.</p>	<p>Know key differences between living in the UK and in a country in either North or South America</p>	<p>Know key differences between living in the UK and in a country in either North or South America</p>	<p>Know what causes an earthquake. Label the different parts of a volcano.</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers and mountains.</p> <p>Label layers of a rainforest</p>	<p>Know what deforestation is. (Link to fair trade)</p> <p>Know why most cities are located by a river.</p> <p>Economic activity including trade links</p>	<p>The distribution of natural resources including energy, food, minerals and water.</p>			<p>Cause and effect of deforestation</p> <p>Climate change</p> <p>Biomes</p>	<p>Observe and record the human and physical features through field work with precise vocabulary. Gather information about a location using primary and secondary sources.</p>	<p>Discussion and argument for deforestation</p> <p>Investigate patterns made by physical and human features.</p> <p>Analyse sources of evidence and draw conclusions.</p>	<p>Discussion re other areas in the world where biomes are disturbed. Increasing urbanisation of Smarden and its effect on pollution and stretch on village services.</p>	<p>Changes to our own environment over time and opinions on whether this is positive or negative.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate European Countries and capitals (map skills).</p> <p>Know what most of the ordnance survey symbols stand for. Know how to use six – figure grid references (map skills).</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a</p>



# Geography Curriculum at Smarden 2023



Units for September 2022

	Focus	Comparative geographical regions	Texts	Immersion Day
Yr1	<b>Australia Here we come</b>	The UK	Paper World: Planet Earth Ruth Symons & Bomboland	Fieldwork day
Y2/3	<b>The UK Rivers &amp; Water cycle Polar Explorers</b>	UK/Antartic UK/Europe	The Abominables Eva Ibbotson	
Y4/ Y5	<b>Mountain Ranges Violent Earth - Earthquakes and Eruptions - volcanoes</b>	Mountain ranges of UK with mountain ranges in Japan Earth's plates Location of equator	World Feature Focus: Mountains Rebecca Kahn King of the Cloud Forests Michael Morpurgo Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay Alexandra Stewart & Joe Todd-Stanton	
Y6	<b>Comparison between a region in the United Kingdom and a region in Europe. Food for Thought. The UK.</b>	Russia	<a href="https://www.booksfortopics.com/geography">https://www.booksfortopics.com/geography</a>	

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

**Teacher - language of learning :**

generalise, compare, explain, prove, disprove, explore, data, reasoning, similarities, differences, processes, challenge

**Question and sentences stems :**

I know that because...

From this source I can see/tell that...

This means that...

From looking at the map I know...

How can you tell?

How do you know?

What happens when?

What does this show you?  
Why? Why not?

- Mountains are found in every continent of the world, even Antarctica. They are formed over millions of years by the folding, crumpling or uplifting of rocks which erode to form characteristic peaks.
- Some mountains are isolated features but most are found in mountain ranges, which join up to form mountain systems such as the Himalayas, the Alps, the Rockies and the Urals.
- Volcanoes are mountains. They differ from other mountains in being formed by an accumulation of their own material – ash, lavas, or volcanic ‘bombs’ thrown out of the mouth of the volcano.
- There are also vast mountains under the sea. These may be formed by underwater volcanic eruptions, sometimes resulting in new islands, e.g. Surtsey, which developed off the coast of Iceland in 1963.
- Mountains support a range of plant, animal and human inhabitants. All these living things have found ways of adapting to and surviving in the difficult terrains and climates which often characterise mountain environments.
- Mountains are important economically: mining, quarrying, timber and tourism provide a living for local people.
- Mountains are constantly being eroded by a variety of processes including weathering by ice, snow, rain and wind.