



Jessie Younghusband School

Geography

Intent



At Jessie Younghusband School, whenever we touch geography in our curriculum, we always begin with the question 'Where are we?'. This is because we noted that many of our children could name Chichester, but they did not know about Chichester or how Chichester linked to West Sussex and how West Sussex then linked to our country - and then the rest of the world. We have committed to always ask the question 'What is the same?' when comparing places and countries so that we develop a shared understanding and respect. We then look at differences, but through using the question 'What can we learn from the differences?' so that we truly develop a sense on global respect and we begin to counteract stereotypes.

In the background of this, is our hands on and connected approach to learning and we endeavour to make the abstract nature of global geography more concrete through the use of text, images, films and hands-on experiences. This is also supported with our cross-curriculum approach as we can then be exploring geography through other subjects, and particularly through the arts and our teaching of English.

Our progression is developed through this intent as this structure provides the progression, along with our own professional judgement of the questions we need to ask the children at each point. As progress is made, less time needs to be spent on the grounding questions and we can spend time going deeper on the national and global questions.



Locational Knowledge

YEAR R (PRIOR LEARNING)

Vocab: city, farm, sea, ocean, land

- To 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.

YEAR 1

Vocab: anemometer, climate, equator, season, thermometer, weather

- To use simple world maps to identify the UK in its position in the world.
- To use simple maps to name and locate the four countries and capital cities of UK.
- To locate on a globe & world map the hot & cold areas of the world, including the Equator & the North & South Poles.

YEAR 2

Vocab: aerial photograph, compass directions, North, South, East, West, co-ordinate

- To name and locate on a world map and globe the world's seven continents and five oceans, as well as the position of the UK.
- To use maps to name and locate the four countries and capital cities of UK & its surrounding seas.
- To identify characteristics of the four countries and capital cities of the United Kingdom.

YEAR 3

Vocab: fairtrade, global interdependence, land use patterns, national park, sustainability, trade

- To locate the world's countries, using simple world maps to focus on Europe (including the location of Russia) and North and South America.
- To use maps to name and locate counties and cities of the United Kingdom local to where we live, including West Sussex, East Sussex, Chichester, Brighton and other key places within the South Downs National Park.
- To use maps to name and locate geographical regions of the United Kingdom local to where we live and their identifying human and physical characteristics: key topographical features and land-use patterns.
- To understand how some of these aspects have changed over time including the coastal plain and downlands of West Sussex.

YEAR 4

Vocab: biome, climate zone, mountain, sea level, natural resource, vegetation belt, water cycle

- To locate the world's countries, using large scale world maps & on globes to focus on Europe & North & South America, concentrating on their environmental regions & key physical characteristics.
- To begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- To use maps to name and locate counties and cities of the United Kingdom.
- To use maps to name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics - key topographical features and land-use patterns.
- To understand how some of these aspects have changed over time including Mountains - Snowdonia National Park, Wales; Water – the path of rivers and canals through the UK.

YEAR 5

Vocab: earthquake, seismic waves, energy, renewable energy, land use patterns, mineral, settlement, tropical rainforests

- To locate the world's countries & capital cities, using more detailed world maps & regional maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions and key physical and human characteristics, countries and major cities.
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle with increasing confidence.
- To name and locate counties and cities of the United Kingdom.
- To name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics - key topographical features and land-use patterns.
- To understand how some of these aspects have changed over time.

YEAR 6

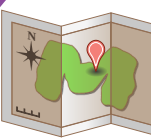
Vocab: migration, plastic waste, pollution, pollutants, refugee, volcano - active, extinct, dormant

- To locate the world's countries, using a range of maps at different scales to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions and key physical and human characteristics, countries and major cities including European political boundary maps; discussion of how and why political boundaries change over time.
- To independently identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- To identify the position and significance of the Prime / Greenwich Meridian and time zones.
- To name and locate counties and cities of the United Kingdom.
- To name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics - key topographical features and land-use patterns.

KEY STAGE 3

Vocab: fieldwork, interconnectivity, spatial awareness, terrestrial, marine, diversity

- To further develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- To explain how the Earth's features at different scales are shaped, interconnected and change over time.





Human and Physical Geography

YEAR R (PRIOR LEARNING)

Vocab: city, farm, sea, ocean, land

- To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

YEAR 1

Vocab: anemometer, climate, equator, season, thermometer, weather

- To identify seasonal and daily weather patterns in the United Kingdom.
- To identify the location of hot & cold areas of the world in relation to the Equator & the North & South Poles.
- To use basic geographical vocabulary to refer to key physical features including: season, weather; soil, vegetation.
- To use basic geographical vocabulary to refer to key human features including: house, shop, office, factory, farm; village, town, city.

YEAR 2

Vocab: aerial photograph, compass directions, North, South, East, West, co-ordinate

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

YEAR 3

Vocab: fairtrade, global interdependence, land use patterns, national park, sustainability, trade

- To describe and understand key aspects of physical geography including the physical landscape of the South Downs National Park.
- To describe and understand key aspects of human geography including: types of settlement and land use; economic activity including trade links; the distribution of natural resources including food.

YEAR 4

Vocab: biome, climate zone, mountain, sea level, natural resource, vegetation belt, water cycle

- To describe & understand key aspects of physical geography including: climate zones, biomes & vegetation belts; the water cycle and rivers; mountains.
- To describe and understand key aspects of human geography including: types of settlement and land use; economic activity including trade links; the distribution of natural resources including water.

YEAR 5

Vocab: earthquake, seismic waves, energy, renewable energy, land use patterns, mineral, settlement, tropical rainforests

- To describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts; earthquakes.
- To describe and understand key aspects of human geography including: types of settlement and land use; economic activity including trade links; the distribution of natural resources including energy and minerals.

YEAR 6

Vocab: migration, plastic waste, pollution, pollutants, refugee, volcano - active, extinct, dormant

- To describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts; volcanoes.
- To describe and understand key aspects of human geography including: types of settlement and land use; economic activity including trade links; the distribution of natural resources including energy, food, minerals and water.

KEY STAGE 3

Vocab: fieldwork, interconnectivity, spatial awareness, terrestrial, marine, diversity

- To further 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.
- To deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.





Asking Geographical Questions & Collecting Information

YEAR R (PRIOR LEARNING)

Vocab: city, farm, sea, ocean, land

- To 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.

YEAR 1

Vocab: anemometer, climate, equator, season, thermometer, weather

- To ask and respond to basic geographical questions using 'how' and 'why'.
- To ask a familiar person simple, prepared questions with support.
- To carry out a small survey in the school grounds.
- To use a pro-forma to collect data e.g. tally survey.
- To begin to learn how simple observational skills can be used to gather information.

YEAR 2

Vocab: aerial photograph, compass directions, North, South, East, West, co-ordinate

- To suggest a corresponding question when given basic geographical information.
- To ask a familiar person simple questions, prepared more independently.
- To carry out a small survey of the local area surrounding the school.
- To use a pro-forma to collect data e.g. tally survey.
- To use simple observational skills.

YEAR 3

Vocab: fairtrade, global interdependence, land use patterns, national park, sustainability, trade

- To suggest simple geographical questions which can be investigated.
- To ask an expert about a geographical topic, using appropriate terminology in the question wording.
- To begin to use more detailed observational skills.
- To carry out surveys in the wider local area, such as investigating land use patterns in the city centre.
- To have some input into how the information gathered should be recorded.

YEAR 4

Vocab: biome, climate zone, mountain, sea level, natural resource, vegetation belt, water cycle

- To suggest a wider range of geographical questions which can be investigated, to deepen understanding about a topic.
- To ask an expert about a geographical topic, using appropriate terminology in the question wording.
- To confidently use observational skills.
- To carry out fieldwork studies in the wider local area, such as investigating and measuring different features of a local river.
- To make suggestions about how the information gathered should be recorded.

YEAR 5

Vocab: earthquake, seismic waves, energy, renewable energy, land use patterns, mineral, settlement, tropical rainforests

- To ask hypothetical questions which can help to deepen understanding about a topic.
- To begin to select appropriate methods for data collection, including conducting interviews, using measuring equipment or making field sketches.
- To begin to select other useful sources of geographical information to use including sketch maps, plans, graphs, and digital technologies.

YEAR 6

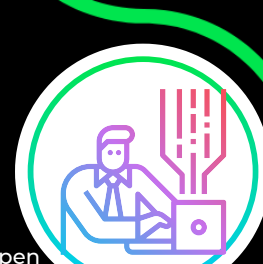
Vocab: migration, plastic waste, pollution, pollutants, refugee, volcano - active, extinct, dormant

- To understand that many geographical questions can have more than one answer and that these answers can be complex to understand fully.
- To independently select appropriate methods for data collection, including conducting interviews, using measuring equipment or making field sketches.
- To independently select other useful sources of geographical information to use including sketch maps, plans, graphs, and digital technologies.

KEY STAGE 3

Vocab: fieldwork, interconnectivity, spatial awareness, terrestrial, marine, diversity

- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.





Drawing & Using Field Sketches

YEAR 1

Vocab: anemometer, climate, equator, season, thermometer, weather

- To draw simple features found in their familiar environment and the school grounds.
- To add simple labels onto a sketch map, map or photograph of features.

YEAR 2

Vocab: aerial photograph, compass directions, North, South, East, West, co-ordinate

- To begin to create plans and draw simple features found in the local environment.
- To add labels onto a sketch map, map or photograph of features.

YEAR 3

Vocab: fairtrade, global interdependence, land use patterns, national park, sustainability, trade

- To draw an annotated sketch from observation including simple descriptive / explanatory labels.

YEAR 4

Vocab: biome, climate zone, mountain, sea level, natural resource, vegetation belt, water cycle

- To draw an annotated sketch from observation including more descriptive / explanatory labels and indicating direction.
- To evaluate their sketch against set criteria and improve it.

YEAR 5

Vocab: earthquake, seismic waves, energy, renewable energy, land use patterns, mineral, settlement, tropical rainforests

- To use sketches of different geographical features and locations as a source of evidence in an investigation.
- To annotate sketches with descriptive / explanatory labels.
- To evaluate the usefulness of a sketch against set criteria and suggest how to improve it.

YEAR 6

Vocab: migration, plastic waste, pollution, pollutants, refugee, volcano - active, extinct, dormant

- To be able to suggest field sketching as a source of evidence in an investigation.
- To use sketches of different geographical features and locations as a source of evidence in an investigation.
- To annotate sketches of different geographical features to describe and explain geographical processes and patterns.
- To evaluate the usefulness of a sketch against set criteria and suggest how to improve it.

KEY STAGE 3

Vocab: fieldwork, interconnectivity, spatial awareness, terrestrial, marine, diversity

- To build on previous skills of drawing and using field sketches.
- To interpret a range of sources of geographical information, including maps, diagrams and globes.





Taking & Using Photographs & Video Footage

YEAR 1

Vocab: anemometer, climate, equator, season, thermometer, weather

- To recognise a photo or a video as a record of what has been seen or heard.
- To use photographs to identify features.
- To use a camera in the field to help to record what is seen.

YEAR 2

Vocab: aerial photograph, compass directions, North, South, East, West, co-ordinate

- To begin to consider how photos and videos provide useful evidence.
- To use photographs and video footage to identify features.
- To use a camera in the field to help to record what is seen.

YEAR 3

Vocab: fairtrade, global interdependence, land use patterns, national park, sustainability, trade

- To be able to say what evidence a photo or a video provides about the human or physical geography of an area.
- To select useful views to photograph and use a camera independently.
- To begin to locate the position of a photo on a map.

YEAR 4

Vocab: biome, climate zone, mountain, sea level, natural resource, vegetation belt, water cycle

- To be able to say what evidence a photo or a video provides about the human or physical geography of an area.
- To make a judgement about the best angle or viewpoint when taking a photographic image and use a camera independently.
- To locate the position of a photo on a map.
- To annotate a photo with a title and labels giving the date and location information.

YEAR 5

Vocab: earthquake, seismic waves, energy, renewable energy, land use patterns, mineral, settlement, tropical rainforests

- To use photographic and video evidence in investigations.
- To annotate a photo with a title and descriptive / explanatory labels giving more detailed information.
- To evaluate the usefulness of the images used.

YEAR 6

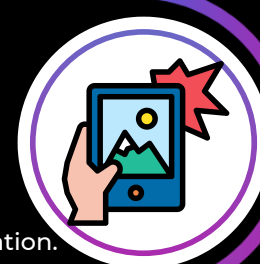
Vocab: migration, plastic waste, pollution, pollutants, refugee, volcano - active, extinct, dormant

- To be able to suggest photos and video footage as sources of evidence in an investigation.
- To use photographic and video evidence in investigations.
- To annotate a photo with a title and labels to describe and explain geographical processes and patterns.
- To evaluate the usefulness of the images used.

KEY STAGE 3

Vocab: fieldwork, interconnectivity, spatial awareness, terrestrial, marine, diversity

- To build on previous skills in taking and using photographs and video footage.
- To interpret a range of sources of geographical information, including aerial photographs and Geographical Information Systems (GIS).





Map Reading Skills

YEAR R (PRIOR LEARNING)

Vocab: city, farm, sea, ocean, land

- To 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.

YEAR 1

Vocab: anemometer, climate, equator, season, thermometer, weather

- To use a simple picture map to move around the school.
- To use relative vocabulary such as bigger and smaller.
- To use directional language such as: near / far, up / down, left / right, forwards / backwards.
- To begin to use simple compass directions (North, South, East, West).

YEAR 2

Vocab: aerial photograph, compass directions, North, South, East, West, co-ordinate

- To follow a route on a map.
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- To use letter/number co-ordinates to identify features on a map.
- To confidently use simple compass directions (North, South, East, West).

YEAR 3

Vocab: human geography, physical geography, fairtrade, global interdependence, land use patterns, national park, sustainability, trade:

- To follow a route on a map with some accuracy.
- To locate places using a range of maps including OS & digital.
- To begin to match boundaries (e.g. find same boundary on different scale maps).
- To use 4 figure compasses, and letter/number co-ordinates to identify features on a map.

YEAR 4

Vocab: biome, climate zone, mountain, sea level, natural resource, vegetation belt, water cycle

- To follow a route on a large scale map.
- To locate places on a range of maps (variety of scales).
- To identify features on an aerial photograph, digital or computer map.
- To begin to use 8-figure compass and 4-figure grid references to identify features on a map.

YEAR 5

Vocab: earthquake, seismic waves, energy, renewable energy, land use patterns, mineral, settlement, tropical rainforests:

- To compare maps with aerial photographs.
- To select a map for a specific purpose.
- To begin to use atlases to find out other information (e.g. temperature).
- To find and recognise places on maps of different scales.
- To use 8-figure compasses and begin to use 6-figure grid references.

YEAR 6

Vocab: migration, plastic waste, pollution, pollutants, refugee, volcano - active, extinct, dormant

- To follow a short route on an OS map.
- To describe the features shown on an OS map.
- To use atlases to find out data about particular places.
- To use 8-figure compass and 6-figure grid references accurately.
- To use lines of longitude and latitude on maps.

KEY STAGE 3

Vocab: fieldwork, interconnectivity, spatial awareness, terrestrial, marine, diversity

- To interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.





Map Making Skills

YEAR R (PRIOR LEARNING)

Vocab: city, farm, sea, ocean, land

- To 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.

YEAR 1

Vocab: anemometer, climate, equator, season, thermometer, weather

- To begin to draw basic maps of real or imaginary places, including simple pictures or symbols to represent places and features.



YEAR 2

Vocab: aerial photograph, compass directions, North, South, East, West, co-ordinate

- To draw maps of real or imaginary places, using appropriate symbols to represent places/features.
- To add detail to a basic pre-drawn sketch map, using direct observation or aerial photographs as evidence.
- To use and construct basic symbols in a key.



YEAR 3

Vocab: human geography, physical geography, fairtrade, global interdependence, land use patterns, national park, sustainability, trade:

- To draw maps of real places, using appropriate symbols to represent places or features.
- To use standard map symbols and understand the importance of a key.
- To draw a map of a short route experience, with features in the correct order.
- To create a simple scale drawing.



YEAR 4

Vocab: biome, climate zone, mountain, sea level, natural resource, vegetation belt, water cycle

- To draw a map from a high viewpoint using direct observation as evidence.
- To recognise and use OS map symbols when drawing maps.
- To be able to draw a map key and say why it is important.

YEAR 5

Vocab: earthquake, seismic waves, energy, renewable energy, land use patterns, mineral, settlement, tropical rainforests:

- To begin to recognise and use atlas symbols.
- To draw a variety of thematic maps based on their own data.
- To confidently draw maps, using a wider range of OS symbols and a key.



YEAR 6

Vocab: migration, plastic waste, pollution, pollutants, refugee, volcano - active, extinct, dormant

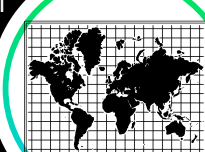
- To recognise and use atlas symbols more confidently.
- To draw a variety of maps and plans of increasing complexity.
- To confidently use a wide range of OS symbols, atlas symbols and a key.



KEY STAGE 3

Vocab: fieldwork, interconnectivity, spatial awareness, terrestrial, marine, diversity

- To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.





Presenting Findings

YEAR R (PRIOR LEARNING)

Vocab: city, farm, sea, ocean, land

- To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

YEAR 1

Vocab: anemometer, climate, equator, season, thermometer, weather

- To think about how a geographical question could be answered, based on fieldwork carried out.
- To draw simple conclusions.
- To learn why it is important that findings from fieldwork and investigations are presented in a clear manner.

YEAR 2

Vocab: aerial photograph, compass directions, North, South, East, West, co-ordinate

- To think about how a geographical question could be answered, based on fieldwork carried out.
- To begin to record and present findings from fieldwork, such as by drawing simple graphs or writing a short conclusion sentence.

YEAR 3

Vocab: human geography, physical geography, fairtrade, global interdependence, land use patterns, national park, sustainability, trade:

- To begin to record and present findings from fieldwork in different ways, such as by drawing simple graphs, preparing annotated field sketches or writing a short summary report.

YEAR 4

Vocab: biome, climate zone, mountain, sea level, natural resource, vegetation belt, water cycle

- To record and present findings from fieldwork in different ways, with increasing independence.
- To use precise terminology.

YEAR 5

Vocab: earthquake, seismic waves, energy, renewable energy, land use patterns, mineral, settlement, tropical rainforests:

- To begin to make choices about how best to communicate geographical information and findings, including through maps, field sketches, photographs, graphs, tables and written reports.
- To continue to use precise terminology.

YEAR 6

Vocab: migration, plastic waste, pollution, pollutants, refugee, volcano - active, extinct, dormant

- To confidently make choices about how best to communicate geographical information and findings in a variety of ways, such as maps, field sketches, photographs, graphs, tables and written reports.
- To evaluate the quality of the information presented and suggest improvements.

KEY STAGE 3

Vocab: fieldwork, interconnectivity, spatial awareness, terrestrial, marine, diversity

- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

