



Lighthouse Federation

Geography Content & Progression Human & Physical Features (including Place Knowledge)

Reception	<p>Children will:</p> <ul style="list-style-type: none">• Learn about their local area and what it is like there.• Describe places they have been and express what they like and don't like about a place.• Learn that not all parts of the world are the same.• Know the seasons of the year know that Summer is usually associated with warmth and sun, the Spring with sun and rain, the Autumn with rain and wind and the Winter with rain, snow and cold.
Key Stage 1	<p>Children have described their local area and places they have been and expressed opinions about these. They will be aware that places are different because of where they are, who lives / works there and the purpose of these places. They will know the main weather patterns associated with each season.</p> <p>They will go on to ...</p> <ul style="list-style-type: none">• Understand what human and physical features are• Know how to identify the similarities and differences between places, considering both physical and human features with reference to London, coastal towns and places that are uninhabited.• Identify that the geography of a place may have changed over time and this can depend on human activity or natural causes with reference to coasts, towns and cities.• Identify the human features of an area (Cromer / Happisburgh) in the present day, and understand how it is different to what it would have looked like in the past• Understand that people live together in communities such as villages and towns, and how this impacts the geography of an area.• Undertake field studies of the local environment, analyse maps and aerial photos to describe the human and physical features of where they live and go to school.• Make maps of their own to record the human and physical features of their local area using a key.• Compare different parts of the UK according to their human and physical features, particularly in reference to where and why castles were built and where and why towns developed.• Know some appropriate geographical vocabulary to describe some of the physical and human features of the location of a castle ruin in the UK• Identify some of the human and physical features of the North Norfolk coastline between at least 2 different locations.• Know some of the human features of the North Norfolk coastline, and their purpose• Know why the physical and human features of the North Norfolk coastline have made it a tourist destination• Understand that other places in the world are very different to the United Kingdom and explain how.• Identify human and physical features in two different cities (London and Lima), and know their similarities and differences.• Understand that cities are substantially more populated than more rural areas such as Norfolk, and therefore have more houses, shops etc• Know some of the physical and human features of the Polar regions and compare them, considering the impact of climate and the existence of plants and animals.• Know why there are no permanent residents of Antarctica, and understand how this has an impact on the structures that are found there <p>(Weather)</p> <ul style="list-style-type: none">• Know what the terms season and weather mean• Name and describe the four seasons of the year experienced in the UK, and the types of weather associated with each season• Know the similarities and differences between weather patterns experienced in the UK and weather patterns experienced close to the equator, or in the north and south poles• Understand what the terms equator, north and south poles refer to• Understand how the position of a country in relation to the equator, and the north and south poles has an impact on whether these areas are hot or cold

	<ul style="list-style-type: none"> • Know that there are hot and cold areas of the world and that the North and South Poles are areas of extreme cold and the equator is an area of extreme heat • Know the seasonal weather patterns of the United Kingdom and the seasonal weather patterns of the Antarctic • Know that climate change is having an impact on the physical features of the Arctic and Antarctic regions
<p>Lower KS 2</p>	<p>Children will know that places around the world are different and this is because of where they are on the globe or because of the impact humans have had on the environments. They will understand the terms ‘physical’ and ‘human’ features and make comparisons according to these. They will understand that places change because of man-made or natural causes. They can explain some of the reasons why humans have chosen to live in some environments and why they have changed them. They will have started to understand that humans are affecting climate due to their lifestyles and not just the physical structure of the places in which they live.</p> <p>They will go on to ...</p> <ul style="list-style-type: none"> • Know some of the physical features of the local area, particularly the coastline and understand how the physical features of the area attract tourists • Know the human features of the local area that have evolved due to tourism and understand how tourism has changed the human characteristics of Norfolk • Know that the development of transport links encouraged tourists to visit North Norfolk • Know the difference between rural, semi-rural and urban areas and what this means for land use • Know that settlements have evolved over time. • Know that there are different types of settlement and that these have different human features. E.g know that police stations tend to be built in places with a higher population • Identify some of the human and physical features of the Orkney • Know that land has been used for different purposes over time, comparing land use on the Orkney Isles during Neolithic times and today • Understand that one of the main economic sectors in the Orkney Isles is farming and that cattle farming is the most common form of agriculture in the Orkney Isles • Understand what export means • Know the significance of capital cities in reference to Rome as the capital of Italy and London as the capital of the UK • Know some of the key topographical features of places studied such as Rome • Know that Italy is broken up into different regions and that Rome is situated in the region of Lazio • Know and compare some of the human and physical features of Greater London and Lazio • Identify different biomes and talk about the features of a desert • Know that the River Nile and Niger run through parts of the Sahara Desert. • Understand that the Nile and Niger are the only water courses that flow all year round • Know the impact of the development of settlements around the Nile and the Niger and compare with what we know about London and Rome and the Thames and the Tiber. • Know the development of a nation through an in-depth study of China: <ul style="list-style-type: none"> - Know that China is the most populated country in the world - Understand what the words manufacturing and trade mean - Understand the importance and impact of manufacturing and trade on China - Identify some of the products that China export, and the countries that they export to - Know the impact of manufacturing and trade on China’s economy - Understand that China’s large population and manufacturing industry require lots of power and explain why this is. - Understand the impact that energy sources currently used in China have on the environment and the impact that manufacturing is having on pollution - Know that energy can be generated in different ways - Understand and compare the differences between traditional sources of energy and renewable energy sources <p>(Weather and Climate)</p> <ul style="list-style-type: none"> • Know that there are different climate zones and that the Sahara Desert is in a tropical climate zone • Know the differences between climate zones, and talk about the weather experienced in the Sahara Desert • Know why the weather in the Sahara Desert means that above ground streambeds are often dry, and understand the impact that this has on human geography in the area • Understand that pollution and air quality impact on weather patterns.

Upper KS 2

Children have a clear understanding of the difference between human and physical geography. They have developed an understanding of why settlement evolved in response to the physical features of a place. They know how the location of places on the globe determines the vegetation that grows there as well as weather patterns and climate. They understand and can explain the impact that humans have had, and continue to have on both the world's physical landscape and the climate and weather. They have begun to understand the interconnection of mankind and the need for humans to live and work together and the impact this has on the world.

They will go to ...

- Learn more about the human development of this country, understanding why certain places were chosen for settlements (e.g by the Anglo- Saxons and Vikings)
- Know the physical features that would have been beneficial for creating a settlement
- Know how places develop and change over time, and with reference to how Anglo- Saxon and Viking settlements have become major cities in the UK (e.g York, Norwich)
- Know why the physical features of a place led to it being used as a place where settlements were created and developed including the location of rivers and fertile soil
- Know some of the human features of Norwich that resulted in it being selected for aerial attacks
- Know some of the human features of Great Yarmouth and why that would make it vulnerable to aerial attacks
- Understand and explain geographical significance of Norfolk during the war and changes that were made to the county.
- Know the route of the River Wensum from its source in North West Norfolk to the point at which it joins the River Yare
- Know how some physical features are formed such as mountains and rivers
- Know that Greece is a mountainous country
- Know of the human features of Greece and why some areas of the country are more populated and built up than others
- Know the physical geography of Greece including mountainous regions and that it has the longest coastline in Europe
- Identify some of the key physical characteristics of Mexico/ Guatemala, and use appropriate geographical vocabulary to describe them
- Identify some of the key human characteristics of Mexico/ Guatemala, and use appropriate geographical vocabulary to describe them
- Know some of the human and physical features of Guatemala/ Mexico
- Know that mining has an impact on the geography of an area and know some of the environmental impacts of mining
- Know the key features and behaviours of a river and know that the formation of a river changes the landscape it passes through.
- Know what happens when a river reaches the coast, knowing what estuaries are, and that they are an important place for wildlife
- Understand how the availability of water determines the type of land distribution and population
- Describe the different uses for water including agriculture, human consumption, transportation and hydroelectricity
- Know how rivers can be used to generate power, and explain how the size and power of Niagara means it is used in a different ways
- Know how the use of hydroelectricity in the Niagara River resulted in the rapid development of industry on the banks of the river, and how this resulted in industrial discharge into the river and a build up of levels of river pollution
- Understand the impact of coastal erosion
- Know that the Circum- Pacific Belt is a seismically active belt of earthquakes and volcanoes
- Understand what tectonic plates are
- Understand how volcanoes are formed, the different parts of a volcano and how volcanic eruptions take place
- Know that volcanic eruptions can change the physical geography of a place (Krakatoa and the creation of Anak Krakatoa)
- Know how the deposits from volcanic eruptions can result in excellent soil for farming and the land is often used for agriculture (e.g. North Island, New Zealand)
- Know how earthquakes occur and their impact and understand how the scale of an earthquake is measured
- Understand how tsunamis occur and the possible impact of these

(Weather and Climate)

- Know what the climate, weather and seasonal patterns are like in the tropical climate zone
- Know that there are different climate zones and understand that Mexico/ Guatemala is within the tropical zone
- Know the different climate zones and describe the differences between them
- Know the destination of the tropical climate zone