

Purpose of Study [from National Curriculum]:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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, 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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.



Whitecote Curriculum Intent Statement:

Geography is crucial in providing children with a deep understanding of the Earth’s key physical and human process, enabling them to understand the world around them. This gives them a true sense of belonging in the world and helps them understand their place within it, which is critical in forming a sense of identity, purpose and drive. The universal skills that children develop, will enable them to become geographical thinkers who want to seek out additional information about the world, its systems and processes. By learning about a variety of places, cultures, environments, and people, we build understanding respect for the world and the people in it. Through this, we learn who we are and that we are not alone.

Aims [from National Curriculum]:

- 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
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Whitecote Way [School Context]

The journey of our geography curriculum parallels our history and the way this is organised helps tell a story of geographical changes over time. In Year 3, children learn about the earliest nomadic tribesman and the basic human need for survival – shelter, food, etc. This allows us to then learn about settlements, including the settlements of the earliest humans in the Stone Age, and the Ancient Egyptians.

Following on with this thread, we look at other settlements, such as the building of the Polis in Ancient Greece, and the cities of Ancient Romans in Britain. City and town building is revisited throughout the curriculum, culminating in the mass building of towns and cities come the industrial revolution in Britain. This is followed by a study of climate change, resources, and sustainability – a process exacerbated by the industrial revolution.

From a fieldwork perspective, children gain hands-on experience at using geographical skills and these are mapped out progressively and sequentially from the Early Years, using development matters, the curriculum aims, and the early learning goals.

Children in the early years learn early geographical skills in a safe environment, exploring their immediate environment, and by reception, children conduct fieldwork research around the school grounds, including the building itself in the first week of a local area study of Bramley. This helps orient children with their ‘new’ school surroundings.

Geographical-Enquiry Key Skills

Geographical-Enquiry Key Skills are the necessary skills that children will use to become geographically-driven thinkers and learners.

These skills should be woven throughout the curriculum in order to help children learn and retain the curriculum-relevant knowledge about the geographical concepts identified.

- **Describe, compare** and **contrast** environments, locations and places
- Make **predictions** relating to core concepts about places based on their location
- Ask geographically-driven **questions** in relation to learning to clarify thinking
- **Answer** questions through **research** and **investigation**
- Concretely or abstractly **locate, name** and **identify** places, locations, and human and physical features
- **Collect** and **analyse** geographical data, and **interpret**
- **Present** learnt information and collated data
- **Use** geographical information systems, compasses, and maps

Subject Core Concepts

The core concepts, taken from the aims of the curriculum, will be used to inform suggested sequences of learning and focus the learners on the principle aims of effective subject-specific understanding:

- **Location and Place:** Position of a particular point, place, process, or environment on Earth.
- **Space:** Distribution of objects on Earth or the space in which something or someone inhabits.
- **Scale:** The comparative size between objects, places, processes on Earth.
- **Interdependence:** The mutual reliance between different things and people, i.e., water cycle, habitats and biomes, etc.
- **Processes and Change:**
 - **Physical Processes and Physical Geography:** Mostly relating to science, the natural processes that shape the Earth, *i.e., coastal erosion, landscapes* and how they have changed over time.
 - **Human Processes and Physical Geography:** Focussing on the distribution of humans in a place and their impact on Landscapes or Processes, *i.e., global warming, town planning*, and how they have changed over time.
- **Sustainability:** Using Earth's resources sparingly and responsibly so that these are conserved for future generations.

Suggested Whitecote Cognitive Strategies

The Whitecote cognitive strategies are suggested strategies that might be used across the subject's curriculum to allow them to internalise and retain knowledge:

- **Summarise** in own words
- **Test** it regularly
- Make **Connections** to what is already know
- Create **acrostics** and **mnemonics** to remember key knowledge
- **Elaborate** in more detail
- Listen to or make own **songs** to remember processes

- **Cultural Awareness and Diversity:** Understanding of the practices of cultures within specific regions. Understanding of the diversity of cultures and populations within specific regions – with links to RE.

	National Curriculum	Whitecote Way [School Context]
EYFS	<p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> • (Routines)???
Key Stage 1	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> • About the area of Bramley – its man-made and natural features, including a local fieldwork study and collection of data to support an improvement in the local area.

	National Curriculum	Whitecote Way [School Context]
	<ul style="list-style-type: none"> ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ● 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 ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ● use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	
Key Stage 2	<p>Pupils should 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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ● locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● 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 and rivers), and land-use patterns; and understand how some of these aspects have changed over time ● 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) <p>Place knowledge</p> <p>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.</p>	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> ● About the area of Bramley – its man-made and natural features, including a local fieldwork study and collection of data to support an improvement in the local area. This will be done in increasing detail.

	National Curriculum	Whitecote Way [School Context]
	<p>Human and Physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	

EYFS Understanding the World: Natural World / People, Culture and Communities DM / ELG		Vocabulary	Key Stories / Texts / Songs / Nursery Rhymes	Resources / Provision
0-3 Years	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. Notice differences between people. 	hot, cold, warm	<ul style="list-style-type: none"> We're Going on a Bear Hunt 	<p><u>EYFS Continuous Provision:</u></p> <ul style="list-style-type: none"> Wellies, umbrellas, rainsuits Planting areas, mud kitchen Woodland Walk Range of small world characters, dolls, and figures Celebration of birthdays Celebration of religious / cultural / national events Wind vane, rainfall gauge Kite Water Butt Thermometer – indoor and outdoor
3-4 Years	<p>Understanding the World</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Show interest in different occupations. Continue developing positive attitudes about the differences between people. 		<ul style="list-style-type: none"> Rosie's Walk Beegu <p><u>Songs:</u></p> <ul style="list-style-type: none"> London Bridge is Falling Down... 	
	<p>Mathematics</p> <ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table." – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front', or 'behind'. 	in front, behind, on top, over there, near, far		

Reception	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe the people who are familiar to them. • 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. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	road, school, path	<ul style="list-style-type: none"> • Jack and the Beanstalk • Three Little Pigs • A Stroll Through The Seasons • Tree • Lost and Found 	<ul style="list-style-type: none"> • Clipboards, paper, pencils – recording • Magnifying glasses • Clothes for dressing up – other cultures • Music – from different cultures and countries <p>In addition [Reception Only]:</p> <ul style="list-style-type: none"> • Organisational classroom plans: seating charts, resource maps • Aerial Bramley / school maps • Photos – around the world (postcards) • Non-Fiction Books • Globe <p>Routines:</p> <ul style="list-style-type: none"> • Days of the week song – • Weather Chart
	ELG	The Natural World	<ul style="list-style-type: none"> • 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; • Understand some important processes between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	pavement, crossing, religion, important, believe, belief, country, England, seasons, winter, spring, summer, autumn	
	People, Culture, and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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. 			

N.C. and Topic Coverage per Year Group

Year Group	Autumn	Spring	Summer
Reception	<p>Under the Sea</p> <ul style="list-style-type: none"> • Habitats of underwater animals <p>Bramley and Us: Walk round the school (Internally) – getting to know the school</p>	<p>Traditional Tales/Favourite Stories</p> <ul style="list-style-type: none"> • Buildings and materials <p>Seasonal Change – Weather (UK)</p> <ul style="list-style-type: none"> • Name the season: Winter, Spring • Experience how they feel and describe 	<p>Around the World – Leeds and beyond</p> <ul style="list-style-type: none"> • Comparison of different places in the world: Leeds, Spain, Australia and Egypt • Using maps and Google maps <p style="background-color: #d9ead3;">Local Fieldwork Study: Bramley Fall Woods</p>

N.C. and Topic Coverage per Year Group

Year Group	Autumn	Spring	Summer
	<p>Fieldwork: devise a simple map – make sketches of what can be seen</p> <ul style="list-style-type: none"> Scale: use language of big, small, bigger, smaller, nearer, further, top, below Count objects in environment – natural and man-made <p>Celebrations</p> <ul style="list-style-type: none"> Different countries and cultural celebrations <p>Seasonal Change – Weather (UK)</p> <ul style="list-style-type: none"> Name the season: Autumn, Winter Experience how they feel and describe Explain clothes that are worn in those seasons 	<ul style="list-style-type: none"> Explain clothes that are worn in those seasons 	<p>Yorkshire Wildlife Park and farm/Sam’s Safari visit</p> <ul style="list-style-type: none"> Animal habitats Different places in the world <p>Seasonal Change – Weather (UK)</p> <ul style="list-style-type: none"> Name the season: Spring, Summer Experience how they feel and describe Explain clothes that are worn in those seasons
1	<p>Seasonal Change – Weather (UK)</p> <ul style="list-style-type: none"> As above, and... Impact on plant life <p>Human and Physical: Our School and Bramley (Rodley Nature Reserve – Data Collection)</p> <p>Locate: maps, atlases</p> <p>Bramley and Us: Whitecote Primary School: Walk round the school (externally) – getting to know the area, including more local shops – Visit post office</p> <p>Fieldwork: directional language: near, far, left, right</p> <p>Fieldwork: devise a simple map with basic key</p>	<p>The Deserts (Hot – Biomes)</p> <p>Physical Geography: Sahara Desert (Biomes)</p> <ul style="list-style-type: none"> Relationship to Equator Northern Hemisphere Locate: maps, atlases, globes <p>The Continents and the Seas</p> <p>Location: Name and locate seven continents and five oceans</p> <p>Seasonal Change – Weather (UK)</p> <ul style="list-style-type: none"> As above, and... Impact on plant life 	<p>Bramley and Bridlington</p> <p>Human Geography: beach, cliff, coast, sea, ocean, weather.</p> <p>Physical Geography: city, town, port, harbour, shop.</p> <p>Locate: maps, atlases</p> <p>Seasonal Change – Weather (UK)</p> <ul style="list-style-type: none"> As above, and... Impact on plant life <p>Local Fieldwork Study: Human and Physical Geography</p>
2	<p>Capital Cities of the UK, inc.</p> <ul style="list-style-type: none"> Place Knowledge: London, Glasgow, Cardiff, Belfast. <p>Human Geography: city, factory, house, office – land use.</p> <p>Physical Geography: River Thames</p> <ul style="list-style-type: none"> Identify common features – compare, contrast, and sort 	<p>The Continents and the Seas</p> <p>Location: Name and locate seven continents and five oceans, inc.</p> <ul style="list-style-type: none"> Relationship to Equator Hemisphere Locate: maps, atlases, globes <p>The Poles: North and South</p>	<p>Local Fieldwork Study – Bramley</p> <p>Human Geography: Bramley Fall Woods</p> <p>Fieldwork: NESW Compass, Data collection for map (dogs, benches, cars, etc.), devise simple maps with key</p> <p>Fieldwork: directional language: near, far, left, right, ahead, behind, in the distance.</p> <p>Seasonal Change – Weather (UK)</p>

N.C. and Topic Coverage per Year Group

Year Group	Autumn	Spring	Summer
	<ul style="list-style-type: none"> Identify surrounding seas: Atlantic, Irish, North, English Channel <p>Seasonal Change – Weather (UK) Human & Physical: Seasonal and daily weather patterns</p> <ul style="list-style-type: none"> As above, and... Impact on animal life Effects on night and day <p>Bramley and Us: Bramley Shopping Centre Fieldwork: observational skills, map skills</p>	<p>Place Knowledge: Arctic Circle (Inuit Community Study and Comparison with UK) – needs to be a small, specific part Physical Geography: Antarctica (Biomes)</p> <ul style="list-style-type: none"> Relationship to Equator Southern Hemisphere Locate: maps, atlases, globes <p>Seasonal Change – Weather (UK) Human & Physical: Seasonal and daily weather patterns</p> <ul style="list-style-type: none"> As above, and... Impact on animal life Effects on night and day 	<p>Human & Physical: Seasonal and daily weather patterns</p> <ul style="list-style-type: none"> As above, and... Impact on animal life Effects on night and day
3	<p><i>Local Fieldwork Study – Locational Knowledge (Find a place to settle in Bramley)</i></p> <p>Locational Knowledge: Stone Age Civilisations</p> <ul style="list-style-type: none"> Human Geography: Land Use and Settlement <p>Settlement: Skara Brae</p> <p>Bramley and Us: Bramley Fall Wood Fieldwork: take photographs of environment, create sketches</p> <ul style="list-style-type: none"> Plot journey on map to scale, work out distance and time Catalogue animal and plant life – present in a graph / table Present sketches with annotations linked to habitats and environment – inc. bridle path, bridleway 	<p>All Around the World</p> <ul style="list-style-type: none"> Continents, latitude, longitude, equator, hemispheres, tropics <p>Place Knowledge: Egypt Physical Geography: Rivers</p> <ul style="list-style-type: none"> River Nile <p>Human Geography: Land Use and Settlement: food, water.</p>	<p>Place Knowledge: Greece Human Geography: UNESCO heritage sites (on SOW) Physical Geography: Mountain focus (80% Greece is mountains (on SOW) Polis – small groups governed by different leadership</p>
4	<p>Place Knowledge: Italy Physical Geography: Volcanoes (<i>Etna, Vesuvius</i>); History: <i>Pompeii</i></p> <ul style="list-style-type: none"> Location: Venice <ul style="list-style-type: none"> Human Geography: Canals, ports, trade links, bridges, travel: no roads; gondolas and water buses; Venice carnival 	<p>Locational Knowledge: North America Human Geography: Physical Geography:</p> <ul style="list-style-type: none"> Vegetation Belt(s): Forest <p>Locational Knowledge: Time Zones, Arctic Circle</p> <p>Place Knowledge: Mexico</p>	<p>Systems and Processes: Weathering and Erosion</p> <p>Haworth Human Geography: shops, trade, church Physical Geography: hills, farm land, valleys, waterfall</p> <ul style="list-style-type: none"> Locate: maps, atlases, globes 4 and 6-figure grid references

N.C. and Topic Coverage per Year Group

Year Group	Autumn	Spring	Summer
	<ul style="list-style-type: none"> ○ Physical Geography: rising sea levels ○ Similarity and difference to Bramley: Canals <p>Extreme Earth [PPA]</p> <ul style="list-style-type: none"> ● Volcanoes, Earthquakes, etc. <p>Physical Geography: Volcanoes, Earthquakes</p> <ul style="list-style-type: none"> ● Locate: maps, atlases, globes ● 4 and 6-figure grid references <p>Bramley and Us: Historical Buildings of Bramley: Police Station, Georgian Baths, Oldest House, Hough Lane Primary (Children’s Social Work Service)</p> <p>Human Geography: land use over time – comparing old and new maps, visiting these places in person</p> <p>Fieldwork: Questionnaire – Qualitative: <i>What was Bramley like when you were little compared to now?</i> Quantitative: <i>Do you prefer it now or then?</i></p>	<p>Human Geography: temples, history, arts and culture, population distribution, currency, trade (cacao, petroleum to US)</p> <p>Physical Geography: climate, and climate zones – tropical, mountains, canyons,</p> <ul style="list-style-type: none"> ● Natural resource distribution: oil, silver, copper, gold, lead, zinc, natural gas – one of world’s largest producers <p>Locational Knowledge: hemisphere, latitude, longitude, relation to Equator, inc. Tropical Zone, relationship to US</p> <p>The Water Cycle [PPA]</p>	<p>Fieldwork: Sketch Maps, Landscape Drawings</p> <p>Similarity and difference: compare to Bramley</p>
5	<p>Locational Knowledge: Europe</p> <ul style="list-style-type: none"> ● inc. location of France, Scandinavia, Greenland, North America, and Russia (Viking Trail) <p>Vegetation Belts (PPA)</p> <ul style="list-style-type: none"> ● Forest, grassland, tundra, desert, ice sheet <p>Bramley and Us: Location of Mary Gawthorpe’s House and School</p> <p>Fieldwork: use maps, atlases, globes, and digital mapping to locate</p>	<p>Place Knowledge: India</p> <p>Human Geography: Impact of Colonial Britain, Taj Mahal</p> <p>Physical Geography: Rivers (Ganges), deserts (Gobi), Mountains (Himalaya), Animals</p> <p>Religion, Culture, History (Brief), (Mahatma Ghandi)</p>	<p>2023-2034 (Transitional Unit) North America, see Y4</p> <p>2024-25 Locational Knowledge: South America Human Geography: Population distribution Physical Geography: deserts, mountains, volcanoes, climate, rivers, rainforest</p> <ul style="list-style-type: none"> ● Biomes: Rainforest ● Amazon – Indigenous Tribes – Types of Settlement
6	<p>Globalisation and Industrialisation – Human Processes and Distribution</p> <ul style="list-style-type: none"> ● Mills and Saltaire Village <p>Fieldwork: sketch maps - annotate, directions, photographs</p> <ul style="list-style-type: none"> ● Questionnaire: Quantitative: Why is Saltaire popular today? Tourism Work Live Recreation 	<p>Climate Change, Conservation and Resources</p>	<p>Our United Kingdom</p> <ul style="list-style-type: none"> ● Counties and Capital Cities <p>Fieldwork: 4 and 6-figure grid references, maps</p> <p>Locational Knowledge: hills, mountains, coasts, rivers, including land use – change over time</p> <p>Human Geography: Physical Geography:</p>



Geography LTP

N.C. and Topic Coverage per Year Group

Year Group	Autumn	Spring	Summer
	<p>Locational Knowledge: identify other local World Heritage Sites</p> <p>Human Geography: Settlement (town planning) and land use, historic trade links – use of canal and factories – look at how mill has been repurposed (David Hockney Art Gallery)</p> <p>UK Trade and Economics</p> <p>United Kingdom (and British Seaside Holiday) – <i>Non-Local Fieldwork Study</i> – link back to Y1</p> <p>Bramley and Us: Canal Use</p> <p>Fieldwork: sample water (teacher) to assess drinking suitability</p> <ul style="list-style-type: none"> Canal & River Trust – open and close locks – need to contact 		<p>Fieldwork: Orienteering – Bramley Park</p> <ul style="list-style-type: none"> 8 compass points, 4-and-6 figure grid references

Sequence of Learning: Based on concept of Locational and Place Knowledge

1	Process:	Look at the process for research and learning about new places.
2	Establish and enquiry:	Identify location to be studied, consider what is already known and what needs to be found out through questioning. Complete KWL grid and make a plan as to how we will learn these. Factor in review points to assess success as an ongoing process.
3	Locate:	Place the location in relation to where we currently are and other places that are already known. Identify longitude and latitude, hemisphere, continent. Make predictions about seasonal variation, climate, and environments based on what they know.
4	Geographic Skills:	Practice and refinement of basic geographical skills, where applicable – <i>for example: map reading, compass use, research, data collection etc.</i>
5	Interpret:	Develop research, interpret data and analyse to increase locational and place knowledge. Describe, compare and contrast with others what is learnt, building on what is already known.



Geography LTP

6	Field Study:	Where appropriate, observe geographical concepts in practice by visiting environments.
	Further Study:	A study of one or more of the following:
7		a. Physical Geography: <i>see Core Concepts.</i>
		b. Human Geography: <i>see Core Concepts.</i>
		c. Environments: Surroundings or conditions in which people, animals, or plant life live and how they have adapted over time.
8	Present:	Present learning and explain understanding: use of ICT, writing, etc. Make new connections to previously taught information.

Useful Websites

- <https://www.geography.org.uk/Concepts-in-geography>
- <https://www.nationalgeographic.org>
- <https://www.kids-world-travel-guide.com/europe-facts.html>