

Geography

Content of this grid is adapted from the National Curriculum.

Human and physical geography			
By the end of KS5 pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
	The pupil can:	The pupil can:	The pupil can:
1. 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 North and South Poles.	a. Respond to different types of weather including: - Sun - Rain - Snow - Wind b. Show awareness of different clothing worn depending on the weather: - Hat, coat, scarf, and gloves when cold - Raincoat and umbrella when raining. - Sun hat and sunglasses when hot and sunny. c. Show a differentiated response to things that are: - Wet or dry - Hot or cold - Hard or soft	a. Actively explore a variety of sensory mediums associated with weather. b. Actively communicate a variety of features mediums associated with weather and sensory mediums. c. Identify daily weather elements visually and through symbols, photographs and video, to include: rain, sunshine, cloud, wind, sky colours, snow, hail etc d. Identify common weather elements as above to the four seasons e. Recognise the impact on themselves and others of daily and seasonal weather f. Observe and respond to events that are specific to each season. g. Identify hot and cold climates through real-life, through objects or photographs. h. Start categorising objects or photos into hot and cold climates ie: sunglasses, cactus, and sand for hot, gloves, ice and scarves for cold etc	a. Identify the seasons that take place within the United Kingdom - Autumn - Winter - Summer - Spring b. Identify the weather patterns within each of the seasons within the United Kingdom - Autumn - Winter - Summer - Spring c. Describe the features of a hot area of the world. d. Describe the feature of a cold area of the world. e. Identify the south pole f. Identify the north pole g. Know that the equator, north pole and south pole effect hot and cold areas h. Be able to describe the effect the equator, north pole and south pole has on hot and cold areas

2. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, house, office, port, harbour and shop.	a. Respond with curiosity to: - water-based activities - sand-based activities. - soil-based activities. - plant-based activities. b. Responds with curiosity to physical features found in the local environment (e.g., trees, bushes, animals etc.) c. Responds with curiosity to human features found in the local environment (e.g., shops, buildings, pavement etc.) d. Show anticipation when told they are going to a particular place (e.g., excitement when going to the park)	a. Communicate experiences of water-based activities. b. Communicate experiences of sand-based activities. c. Communicate experiences of soil-based and plant-based activities. d. Communicate experiences of soil-based and plant-based activities. e. Communicate simple geographical vocabulary, to include: - up - down - sky - sun - moon - cold - hot - rain - sea - tree f. Use additional basic vocabulary when describing physical and human features, to include: - town - beach - house - shop - hill - forest	i. Be able to use words related to key physical features in the correct context: - beach - cliff - coast - forest - hill - mountain - sea - ocean - river - soil - valley - vegetation - season - weather j. Be able to use words related to key human features in the correct context: - City - Town - Village - Factory - House - Office - Port - Harbour - Shop
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3. Describe and understand key aspects of: 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 [KS2]		a. Respond to sensory and narrated elements of: - Rivers - Mountains - Volcanoes - Earthquakes - Water cycle - Rainforest - Deserts b. Communicate one element of - Rivers - Mountains - Volcanoes - Earthquakes - Water cycle - Rainforest - Deserts c. Communicate more than one element of the above physical geography d. Respond to sensory and narrated elements of: - Urban areas - Natural countryside - Farming & Food - Industry e. Communicate one element of - Urban areas - Natural countryside - Farming & Food - Industry	a. Describe key aspects of physical geography: - Climate zones - Biomes - Vegetation belts - River - Mountains - Volcanoes - Earthquakes - Water cycle - Rainforest - Deserts b. Understand key aspects of physical geography: - Climate zones - Biomes - Vegetation belts - River - Mountains - Volcanoes - Earthquakes - Water cycle - Rainforests - Desert c. Describe key aspects of human geography related to: - Types of settlement - Land use - Economic activity, including trade - Distribution of natural resources, including energy, food, mineral, and water d. Understand key aspects of human geography: - Types of settlement
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		f. Communicate more than one element of the above human geography g. Consider how food, water, and energy impacts on themselves and others h. Understand how food, water, and energy impacts on themselves and others	- Land use - Economic activity, including trade - Distribution of natural resources, including energy, food, mineral, and water e. Understand the different uses of land across the world. f. Understand the economic activity that connects the world. -
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