Geography Curriculum

This document shares our Geography curriculum narrative from EYFS to Year 6, as well as in more depth look at how each unit builds up on prior learning and concepts and the key learning questions and key knowledge children will acquire in each unit of work.

CUSP materials are used in Key Stages 1 and 2. Whilst the EYFS Framework is structured differently to the national curriculum, we aim to show how Understanding of the World, feeds into the Geography national curriculum programmes of study.

We follow the CUSP Geography curriculum which draws upon several powerful sources of knowledge. Through this, it is our intention that pupils become a little more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary geographical knowledge.

a) Substantive knowledge - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content as pupils become more expert in their understanding. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge.

b) Disciplinary knowledge – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically. It is drawn upon the work of David Lambert, who references areas teachers can develop tasks for children to '**Think Geographically'** through:

- Place
- Space
- Scale, and
- Interdependence.

We need to enable pupils to think hard about comparing and contrasting places, locations, physical and human features, processes, patterns, relationships, connections, environmental challenges, cause, effect and consequences as well as reasoning and explaining change, see below for examples. (using Peter Jackson and Doreen Massey)

i. **Proximity and distance**
   Comparative location of the city of Nairobi or the Yanomami tribe regionally and globally. Give a sense of place and location compared to the images and videos.
ii. **Interactions and inter-dependencies**
   Trade and relationships with local and global factors. How Nairobi has attempted to model human features on aspects of London and uses its physical locality to encourage tourists to visit.
iii. **Scale**
   To get a better understanding of locality compared to globality – Zoom in and zoom out.
iv. Relational perspectives
   There is more than one way of living – understanding the culture and 'the way people do things around here'. For example, how people

in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact.

v. **Geographical imagination**
The ways in which people use their local resources to their advantage, such as the Yanomami extracting liquid that stuns fish from the vines in the rainforest.

vi. **New geographical challenges to our ethics**
What it means to be a responsible citizen, embracing global dimensions within a local setting – an understanding and respect for ethnicity and diversity through knowing more about other cultures and people. This also gets us thinking about our ethical consumer habits and choices made about sustainability and environmental impact. An example of this could be considering the products we buy that have negatively affected the rainforests or are causing increased pollution.

vii. **Regional inequality**
How Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities.

viii. **Uneven development**
In a primary school setting, this could be studied as how some areas are unevenly developed and invested in, whilst others are neglected.

c) **Geographical analysis** is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.

d) **Substantive concepts** are the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum. They can include place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity. Concepts such as change through erosion are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

PRINCIPLES

A guiding principle of CUSP Geography is that each study draws upon prior learning. For example, in the EYFS, pupils may learn about People, Culture and Communities or The Natural World through daily activities and exploring their locality and immediate environment. This is revisited and positioned so that new and potentially abstract content in Year 1 can be put into a known location and make it easier to cognitively process. Pupils in EYFS explore globes and world locations making links to where animals live. This substantive knowledge is used to remember and position the locations of continents and oceans, with more sophisticated knowledge. High volume and deliberate practice is essential for pupils to remember and retrieve substantive knowledge and use

their disciplinary knowledge to explain and articulate what they know. This means pupils make conscious connections and think hard, using what they know.

CUSP Geography is built around the principles of cumulative knowledge focusing on spaces, places, scale, human and physical processes with an emphasis on how content is connected, and relational knowledge acquired. An example of this is the identification of continents, such as Europe, and its relationship to the location of the UK.

CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge. Specific and associated geographical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3). Each learning module in geography has a vocabulary module with teacher guidance, tasks and resources.

CUSP Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with places, spaces, scale, people, culture and processes.

MPPS Geography Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring the school environment and grounds. Understanding changes in weather and the seasons—Autumn hunt, exploring woodland	Understanding changes in weather and the seasons—Winter	Exploring changes in day and night	Understanding changes in weather and the seasons—Spring Making a map on the train ride and following a map.	Following a simple map of the school.	Understanding changes in weather and the seasons—Summer Looking at jobs of people in school and in services, such as fire service and police.
Y1		**Unit 1** **Locational Knowledge** Continents, Oceans, UK countries, capital cities and surrounding seas			**Unit 3** **Geographical skill and fieldwork** Fieldwork and map skills- School grounds Continuous Learning - Weather	**Unit 2** **Locational Knowledge** Hot and Cold Places Continuous Learning - Weather
Y2				**Unit 1** **HUMAN AND PHYSICAL GEOGRAPHY** Local area study Human and Physical Features	**Unit 2** **Place Knowledge** Compare a small part of the UK and a contrasting non-European country	**Unit 3** **Geographical Skill and Fieldwork** Field work and map skills- Beaumont Park **Unit 4 revisit** **Place Knowledge** Compare a small part of the UK and a contrasting non-European country-
Y3		**Unit 1** **GEOGRAPHICAL SKILLS AND FIELDWORK** Compass and Human physical features	**Unit 2** **Locational Knowledge-** UK study	**Unit 4** **GEOGRAPHICAL SKILLS AND FIELDWORK-** OS maps and scales		**Unit 3** **Human and Physical Geography** UK Revisit
Y4			**Unit 1**	**Unit 3**	**Unit 2**	**Unit 4**

			HUMAN AND PHYSICAL GEOGRAPHY Rivers	**HUMAN AND PHYSICAL GEOGRAPHY** Water cycle	**Locational knowledge** Longitude and Latitude	**HUMAN AND PHYSICAL GEOGRAPHY** Rivers- revisit
Y5			**Unit 1 Human and Physical Geography** Biomes and environments regions	**Unit 2 Geographical Skills and Fieldwork -** OS maps and fieldwork		**Unit 4 Geographical Skills and Fieldwork -**4 and 6 figure grid reference **Unit 3 Human and Physical Geography** Biomes and environments regions- **revisit**
Y6	**Unit 2 Human and Physical Geography** Earthquakes. Mountains and volcanoes			**Unit 3 Human and Physical Geography** Settlements and Relationships		**Unit 1 Place Knowledge** Comparison study UK, Europe North or South America (Mexico)

Year 7 Geography (Moor-end Academy)

The World Around Us	The World Around Us	United Kingdom	United Kingdom	Weather and climate	Micro-climate enquiry and Fieldwork skills

EYFS - National Curriculum & MPPS Geography Curriculum Overviews

<table>
<tr><th>EYFS - Understanding the World - People, Culture and Communities</th><th>Understanding the World - The Natural World</th></tr>
<tr><td>• 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</td><td>• Explore the natural world around them, making observations and drawing pictures of animals and plants
• Know some similarities and differences between the natural world around them and contrasting environments,
• drawing on their experiences and what has been read in class
• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</td></tr>
<tr><td colspan="2">Key Stage 1 National Curriculum</td></tr>
<tr><td>Locational knowledge
• 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.
Place knowledge
• 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.</td><td>Human and physical geography
• 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:
• 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, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.</td></tr>
<tr><td colspan="2">MPPS KEY STAGE 1 GEOGRAPHY CURRICULUM
The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Later in KS1, children learn about the purpose and use of sketch maps as well as the key features they need to include. CUSP map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.

Initially, children study the Orientation of the world through acquiring and making locational sense of the 7 continents and 5 oceans of the world. They extend their knowledge and study the countries and capital cities of the United Kingdom, along with the oceans and seas that surround us. Further studies support retrieval: children revisit these locations with more complex and sophisticated tasks later in the school year. Enhanced provision in the classroom and use of maps, globes and atlases is</td></tr>
</table>

essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.

Throughout KS1, pupils enhance their locational knowledge by studying and identifying **human and physical features** of places. To deepen this understanding and transfer concepts, pupils study **contrasting locations** throughout the world. The location of these areas in the world are deliberately chosen to offer culturally diverse and contrasting places. Pupils study the human and physical features of a **non-European location in Africa.**

Fieldwork and map skills are further developed with a study of the school grounds and the local area, using cardinal points of a compass. Pupils retrieve and apply knowledge about human and physical features in their local context. **OS maps** are introduced to pupils in KS1 using Digimap for Schools. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale. CUSP Geography gives pupils the knowledge they need to develop an increasingly sophisticated understanding of place. Pupils study a variety of places – this helps them to connect different geographical concepts and gives them perspectives and opportunities to compare and contrast locations.

Key Stage 2 National Curriculum

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.

Locational knowledge

- 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

Place knowledge

- 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 Human and physical geography
- 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

Geographical skills and fieldwork

- 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

and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	• 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

MPPS LOWER KEY STAGE 2 GEOGRAPHY CURRICULUM

As pupils begin KS2, **fieldwork and map skills** are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography. This study demands analysis and pattern seeking to identify the **features of the UK**. Further retrieval studies are designed to support conceptual fluency around physical and human features. Cause and effect are also developed through geographical reasoning. An example of this is the interrelationship between physical terrain of the northern regions of the UK and the lower lands of East Anglia, that are covered in glacial deposits.

Pupils elaborate and expand their understanding of human and physical features and apply it to the study of **Rivers**.
To enable accurate location of places around the globe, pupils study absolute positioning or reference systems through **latitude and longitude**. Substantive knowledge is acquired and used to apply their new understanding to mapping and locational skills. An in-depth understanding of latitude and longitude is used by pupils throughout KS2.

Complementing studies on location and position is the focus on the **water cycle.** It offers explanation and reason about physical processes as well as why certain biomes have specific features in specific global locations. Pupils study **geographical patterns across the world** using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River as a precursor for future learning in other subjects. Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. Cultural awareness and diversity are taught specifically within learning modules. Examples include European studies, as well as studies of countries and people in Africa, and North and South America.

MPPS UPPER KEY STAGE 2 GEOGRAPHY CURRICULUM

The study of **Biomes and Environmental regions** builds upon world locations, latitude and longitude studies. **World countries and major cities** are located, identified and remembered through deliberate and retrieval practice, such as low stakes quizzing and Two things.

In upper KS2, the study of **4 and 6 figure grid references** supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to be interrelated and connected to the retrieval study of biomes and environmental regions. **More advanced mapping skills** using OS maps are studied and applied, with pupils using the accumulation of knowledge skilfully to analyse distribution and relationships. Route finding and decoding information through maps offers challenge through increasingly complex orienteering and mapping tasks.

Pupils take part in **geographical analysis using patterns and comparison of both human and physical processes as well as the features present in chosen locations**. This abstract concept is made concrete through studying and comparing the Lake District, Tatra mountains of Poland and the Blue mountains of Jamaica. Physical processes such as orogeny and glaciation are acquired to explain significant change over long periods of time. The concept of physical process is revisited through a study of

earthquakes, mountains and volcanoes. This depth study allows pupils the opportunity to have a more sophisticated knowledge of physical processes and make connections about how the environment has been shaped, as a result.

Settlement, trade and economic activities are the focus of a study that draws upon the Windrush generation module in CUSP History. This develops an increasing knowledge about migration and the factors that push people away or draw people towards settlements. Within these studies, pupils make relational connections between settlements and physical or human features. Settlements such as ports or major world cities are studied to explain the reasons why certain places are populated and why. Disciplinary knowledge supports pupils to reason and explain the effect of change on a place, drawing on prior substantive knowledge they can retrieve and reuse.

Geography Medium Term Plan (using CUSP materials)

Highlighted sections indicate prior learning related to current unit of learning.

YEAR 1		
Y1- Continents, Oceans, UK countries,capital cities and surrounding seas	**Substantive concept - LOCATIONAL KNOWLEDGE** Location, Order, Connection	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
ELG: People, Culture and Communities Describe their immediate environment using knowledge fromobservations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **ELG: The Natural World**	**Locational knowledge** 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 **Continents:** What are the 7 continents of the world? -Know the different continents- Asia, Africa, Europe, North America, South America, Australasia/Oceania & Antarctica **Oceans:** What are the 5 oceans of the world? -Know the 5 oceans- Pacific, Atlantic, Indian, Southern & Arctic Remember: -What are the 7 continents and 5 oceans of the world? **Countries:**	**Tier 2** vast azure rotated expanse **Tier 3** ocean continent polar atlas

Exploring the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the naturalworld around them, and contrasting environments, drawing ontheir experiences and what has been read to them in class.	What are the four countries of the United Kingdom? -Know the four counties- England, Northern Ireland, Scotland & Wales **Capital Cities:** What are the capital cities of the four kingdoms of the UK? -know the capital cities-London, Belfast, Edinburgh and Cardiff **Seas:** What seas surround the UK? -know the seas- English Channel, North Sea, Irish Sea and Atlantic Ocean.	
Y1- Hot and cold locations	**Substantive concept - HUMAN AND PHYSICAL GEOGRAPHY** Location, Environment, Culture	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y1: Introduce UK countries, capital cities, continents and oceans **Y1: Revisit** Revisit countries, capital cities, continents and oceans.	**Human and physical geography** • identify seasonal and daily weather patterns in the United Kingdom - know the seasons-Spring, Summer, Autumn & Winter -recognise the different weather patterns- rain, sun, wind, thunder, snow, lightening, hail, cloudy, • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Hot and cold places:** • Where is the equator? -Know the Earth's Equator is the imaginary line that runs around the centre of the globe at equal distance between the North and South Poles • Where is hot and where is cold on the Earth? -know places close to the Equator are hotter. -know the coldest places on Earth are far from the Equator	**Tier 2** location moist misty scorched freezing tropical **Tier 3** continent ocean polar equator temperature compass

	• Where are the North and South Poles? What are they like? - know the North Pole (Arctic)- very top of the Earth, not a country or a continent. It is actually mostly a frozen ocean. Artic circle includes parts of the following countries- Norway, Finland, Sweden, Russia, the USA, Canada, Denmark and Iceland. -Know South Pole (Antarctica) is a continent. It is the coldest and windiest place on Earth. • Where can I find hot countries? What are they like? -know the closer you are to the middle and widest part of earth (the equator), the hotter the weather is. The more north or south you go from the middle, the colder it gets. -know that in hot countries (like in Libya, Mexico and India), it is hot for most of the year. These countries have two seasons called the wet and dry seasons. It rains a lot but has very high temperatures in the wet season. The sun shines for many hours every day. **What I know about hot and cold places:** Summary – where are hot and cold places of the world? **Continuous Learning:** Record the weather using a daily dashboard: • Day, Month, Year, Weather and temperature symbols. Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy	
Y1 - Fieldwork and mapping	**Substantive concept - GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Environment, Patterns	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y1: Introduce UK countries, capital cities, continents and oceans	**Human and physical geography** use simple fieldwork and observational skills to study the geography of their school and its grounds and the	**Tier 2** Place Space

Y1: Revisit Revisit countries, capital cities, continents and oceans. Y1 Hot and cold locations	key human and physical features of its surrounding environment. • What is a map? -know a map tells a story, shows a place (a particular area). Can show places like city, town, villages. It shows a how a space is used. • How do I make an imaginary map? - Read together We're Going on a Bear Hunt. -Create a map connecting the different places and spaces- long wavy grass, a deep cold river, thick oozy mud etc • How do I make a real map? -Make a map of route from classroom to another area of the school- Walk the route, what doors you go through, what corridors do you walk through, which classrooms do you pass etc	Local Far away **Tier 3** Map Connect Fieldwork
YEAR 2		
Y2 - Local Area Study **Human and Physical Features**	**Substantive concept - HUMAN AND PHYSICAL GEOGRAPHY** Location, Order, Environment, Culture, Time, Pattern	**Substantive concept - HUMAN AND PHYSICAL GEOGRAPHY** Location, Order, Environment, Pattern
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
EYFS: People, Culture and Communities **EYFS:** The Natural World **Y1:** Continents and oceans of the world, UKcountries, capital cities and seas	Local area – human and physical features 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 **Human Features:** What are human features? -know human features are things like houses, roads and bridges. They have been built by people.	**Tier 2** increase decrease align symbol observe sketch **Tier 3** aerial scale cardinal point valley

Y1: Hot and cold climates, including the equator Y1- Fieldwork and mapping skills- our school**.**	**Physical Features:** What are physical features? -know physical features are things like seas, mountains and rivers are natural. They would be here even if there were no people around. **Local Area:** What features does our local area have? Identify the different human and physical features- Human- houses, schools, churches, mosques, roads, bridges, factories, canal Physical features- hills, valley, woodland.	port vegetation
Y2 - Compare a small part of the UK and a contrasting non-European country - **Kenya**	Substantive concept - **PLACE KNOWLEDGE** Location, Environment, Culture, Connection	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y1: Continents and oceans of the world **Y1:** UKcountries, capital cities and seas **Y1:** Hot and cold climates, including the equator **Y2:** Local Area study	**Place knowledge** 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 **Europe** **United Kingdom Capital cities:** Remember countries and capital cities of the UK. **Africa (Kenya and Nairobi)** • Where is Kenya? Know Kenya is a country on the continent of Arica. Its location falls both in the northern and southern hemispheres. • What are the physical and human features? Know the following features- Physical features- mountains, savannas, lakes Human features- towns and villages • Where is Nairobi?	**Tier 2** urban sprawling contrast horizon inspiring breath-taking striking cityscape majestic spectacular colossal scenic **Tier 3** landmark country capital

	Know Nairobi is the capital city situated in the south- central part of Kenya. • Describe Nairobi. Be able to describe – It is urban. It is surrounded by a national park- savannas that contain wild animals such as giraffes, lions and zebras. **Compare the human and physical similarities and differences:** • How are London and Nairobi similar? Both capital cities of their countries. Human features- both busy urban cities built by humans. They both have landmarks. They both have rivers. • How are London and Nairobi different? Their physical features and weather are different.	climate feature savanna
Y2 - Fieldwork and map skills	**Substantive concept - GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Environment, Pattern, Similar	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y1: Our school **Y1:** Continents and oceans of the world and UK countries, capital cities and seas **Y1:** Hot and cold climates, including the equator **Y2:** Comparison study of small are and non-European location (UK and Kenya)	**Field-work and map skills** 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 **Fieldwork, mapping and position:** How do we describe places? -know that you describe places using their human and physical features. -Use photographs taken from aerial view, maps and compass points to do so.	**Tier 2** increase decrease align symbol observe sketch **Tier 3** aerial scale cardinal point valley

	Fieldwork, mapping and symbols: • What physical features does this place have? • What human features does this place have? -Observe local area, use aerial view photographs and OS maps to describe the human an physical features in the local area such as hills, woodland, roads, factories etc **Mapping and drawing:** • Map keys: how can we show what a place is like? • Sketch map: how can we show what a place is like? -Know maps contain a key (to show what symbols mean) and a title to explain the location. Observe features of Beaumont Park and sketch a map showing physical and human features that it contains. **Summary:** How does the scale of map tell us what the area around the school is like?	port vegetation
Y2 - Study a small area of a contrasting non-European country	**Substantive concept - PLACE KNOWLEDGE** Location, Environment, Culture, Remoteness	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y1: Continents and oceans of the world and UK countries, capital cities and seas **Y1:** Hot and cold climates, including the equator **Y2:** Y2 local fieldwork study **Y2:** Comparison study of small are and non-European location (UK and Kenya)	**Place knowledge** 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. • Where are the rainforests? • What are they like? -Understand that there are rainforests in parts of South America, Africa, Asia and Australasia/ Oceania. Locate on a world map. **Who?** How do the Yanomami people live? -Know Yanomami people in the Amazon rainforest- in Brazil and Venezuela. -They live as a tribe and have a 'stone age' way of life. Men hunt for food and women grow crops. They do not have any technology.	**Tier 2** remote isolated thrive magnificent **Tier 3** Stone Age indigenous sustainable eco-system

	What is different? What is different about my location and the Yanomami? -Describe differences between the two locations.	
YEAR 3		
Y3 - Map and fieldwork skills	**Substantive concepts- GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Scale, Proximity	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y1: Name and locate continents and oceans of the world and UK countries, capital cities and seas **Y2:** Y2 UK and non-European location study **Y2:** Y2 local area fieldwork study	**Human and physical geography** 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 Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass (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 **Compass:** What are the eight points on the compass? -Know eight parts of compass North, East, South, West, North East, South East, South West, North West - Know that North is an important cardinal point on a compass – all OS maps displayed facing North. **Human and physical features:** Where are the human and physical features in this place? - Use 8 points of a compass to locate human and physical features in the locality. **Apply it:** What physical features can you identify in the UK? -Use digital mapping software and satellite images to compare terrain. -Contrast localities, such as East Anglia and Cumbria	Tier 2 compass direction north east south west north-east south-east north-west south-west Tier 3 cardinal intercardinal
Y3 - United Kingdom Study	Substantive concepts- **LOCATIONAL KNOWLEDGE** Location, Order, Environment, Region, Landscape	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**

<table>
<tr><td>Yr 1 Continents and oceans of the world and UK countries, capital cities and seas

Y2: Y2 local area of the school

Y2:
UK countries and capital cities
Hot and cold location
Compass field skills</td><td colspan="2">UK study • 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)

UK:
• What are the regions and counties in the UK?
-Know East of England, North West, North East, Yorkshire and Humber, South West and London

Human and physical features:
• Identify geographical regions by physical and human landmarks of Scotland and England.

-Scotland- Edinburgh castle, Forth bridge, lochs, highlands
England- Tower Bridge, Stonehenge, River Thames and Ouse, White cliffs of Dover, Lake District

• Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.
Cardiff Castle, Severn bridge, Snowdonia, River Severn
Titanic museum, Beaghmore stone circles, Rivers Sahnnon and Liffey, Giant’s Causeway

Geographical patterns and explanations:
• What are the topical patterns in the UK?

-Lower land, Hills or Mountains, Rivers</td><td>Tier 2
extensive
sophisticated
settlement
terrain
wilderness
barren

Tier 3
topography
landmarks
region
country
scale
contour line</td></tr>
<tr><td>Y3 - Revisit human and physical features</td><td>Substantive concepts - <u>HUMAN</u> AND PHYSICAL GEOGRAPHY
Location, Culture, Connection, Interdependence</td><td colspan="2">Substantive concepts HUMAN AND <u>PHYSICAL</u> GEOGRAPHY
Location, Connection, Process</td></tr>
<tr><td>Previous Learning</td><td colspan="2">Big Ideas/Key Questions/Learning Foci/Key Knowledge</td><td>Vocabulary</td></tr>
<tr><td>Y2: Y2 local area of the school

Y2:
UK countries and capital cities
Hot and cold location
Compass field skills</td><td colspan="2">UK study • 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)
UK:
• Remember countries and capital cities of the UK.
• What are the regions and counties of the UK?</td><td>Tier 2
extensive
sophisticated
settlement
terrain
wilderness</td></tr>
</table>

Yr 3 UK countries and cities Geographical regions Human and Physical characteristics Topographical features	• Name and locate cities and counties of the UK **Human and physical features:** Identify geographical regions by physical and human landmarks of Scotland and England. Identify geographical regions by physical and human landmarks of Wales and Northern Ireland. **Geographical patterns and explanations:** • What are the topical patterns in the UK? • What can I see here? • Summarise, present and explain regions, countries, cities and landmarks of the UK	barren **Tier 3** topography landmarks region country scale contour line
Y3 -OS maps and scale	Substantive concepts - **GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Scale, Proximity	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y2: Y2 local area of the school **Y2:** UK countries and capital cities Hot and cold location Compass field skills **Y3:** UK countries and cities Geographical regions Human and Physical characteristics Topographical features	• What is an Ordnance Survey (OS) map? -Know an Ordnance Survey map is a simple picture or drawing showing the landscape (everything you see when you look at an area) and location (where something is found or situated). Seen from and directly down. North always points to the top of the page. • How does scale change the way we describe a place? -Know small-scale map places appear smaller- useful for looking at the bigger picture of the area. - large-scale map landscape and locations appear larger- useful for precisely looking at buildings, roads, paths and river • What's the area like just beyond the school? **-**Look at physical and human features on a large scale OS map of local area/Huddersfield and beyond. List symbols and features.	**Tier 2** extensive sophisticated settlement terrain wilderness barren **Tier 3** topography landmarks region country scale contour line
YEAR 4		
Y4 - Rivers	**Substantive concepts - HUMAN AND PHYSICAL GEOGRAPHY** Location, Order, Proximity, Region, Landscape, System	

Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
Y2 Human and physical features Field work skills **Y2:** Compare small part of UK and a small part of a non-European region **Y3:** Human and Physical characteristics	Human and physical geography 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 **Features of a river:** What are the features of a river? -Know the following features- source, upper course, middle course and lower course **Local rivers:** • What is our local river? -Know our local river is River Holme • What feature can we see? • Where did it come from and where does it flow? -Know it starts at the Digley Reservoir and joins the River Colne	**Tier 2** raging tumble cascading precipice iconic turbulent **Tier 3** rivulet estuary flood plain tributary confluence channel
Y4 - Latitude and longitude	Substantive concepts - **LOCATIONAL KNOWLEDGE** Location, Position, Diversity, Time	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y3: Introduce rivers **Y2:** Introduce and revisit UK study **Y3:** Fieldwork and compass	**Locational knowledge** • 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) **Latitude and longitude:** • What are the lines of latitude? - know lines of latitude (also known as parallels) circle the Earth from north to south. These invisible lines are all the same distance apart. There are five major lines of latitude: the Arctic Circle (the North Pole) the Antarctic Circle (the South Pole) the Tropic of Cancer the Tropic of Capricorn	**Tier 2** co-ordinate parallel determine circumnavigate constitutes straddle **Tier 3** latitude longitude horizontal

	• What are the lines of longitude? - know these are the lines which run from East to West. -Greenwich Meridian is the starting point line. **Location and physical features:** • How do lines of latitude and longitude tell us what the location is like? -know lines of latitude define the climate of a region (polar, temperate, tropical/desert, temperate or polar) • How can you find exact locations around the world? -know where the lines cross give you an exact location. We use numbers and letters to create a co-ordinate. **Time zones** • What are the time zones and how do they affect us? -know all time zones are measured from a starting point at England's Greenwich Observatory. This point is known as the Greenwich meridian or the prime meridian. Time at the Greenwich Meridian is known as Greenwich Mean Time (GMT) or Universal Time.	vertical meridian equator
Y4 - Water cycle	**Substantive concepts - HUMAN AND PHYSICAL GEOGRAPHY** Environment, Connection, Interaction, Landscape, Process, Cycle	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y3 Science: plants **Y4:** Rivers Mapwork: 4 and 6 figure grid references **Y4:** Latitude and Longitude	**Human and physical geography** Describe and understand key aspects of: • physical geography, including the water cycle **The process:** What is the water cycle? -know the different stages of the water cycle- Evaporation (caused by the sun), condensation, precipitation, percolation, runoff **The way it works:** How does the water cycle work?	**Tier 2** infiltrate sequence reoccurring (recurring) pollution consequence permeate

	-know that water goes through the above stages and it's continuous cycle. **The things that influence it:** What affects the water cycle? -Know land use (urbanisation) and pollution can influence the water cycle.	**Tier 3** ground water precipitation condensation transpiration percolation evaporation
Y4 - Rivers revisited	**Substantive concepts - PHYSICAL GEOGRAPHY** Environment, Connection, Interaction, Landscape, Process, Cycle	
Y4: Rivers Mapwork: 4 and 6 figure grid references **Y4:** Latitude and Longitude **Y4:** Water cycle	**Human and physical geography** 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 **River features:** Remember – what are the features of a river? -Source, upper course, middle course and lower course **River Study:** Where is the river Nile and what features does it have? -Know that it flows though Egypt, Sudan, South Sudan and Ethiopia. -Has two branches- White Nile and Blue Nile. Both merge to form the River Nile and Khartoum. -Features include waterfalls, rapids and deltas **River Study:** Where is the Amazon River and what features does it have? -know that it flows through Peru, Colombia and Brazil. -Features include rapids and waterfalls.	**Tier 2** raging tumble cascading precipice iconic turbulent **Tier 3** rivulet estuary flood plain tributary confluence channel
YEAR 5		
Y5 - World countries – biomes and environments regions	**Substantive concept - HUMAN AND PHYSICAL GEOGRAPHY** Location, Interdependence, Pattern, Environment, Settlement, Economic	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**

Y3: UK study **Y4:** Latitude and Longitude	**Locational knowledge** • 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. **Major countries and cities:** • Where would you find the major countries of the world? - Remember continents, lines of latitude, longitude, and the Equator • Where would you find the major cities of the world? - know that a city is a large urban settlement that is densely populated. - Know major cities in Europe: France – Paris Finland – Helsinki Germany – Berlin Italy – Rome Spain – Madrid Portugal – Lisbon Russia – Moscow Turkey – Ankara United Kingdom - London Major cities in North America: Canada – Ottawa United States – Washington DC Mexico – Mexico City Major cities in South America: Brazil – Brasilia Argentina – Buenos Aires Chile – Santiago Peru - Lima **Biomes:** • What is a biome? (Environmental region) -know a biome is a region that has a specific climate with animals and plants that are adapted to live there. - know the different biomes are: - Tundra (treeless and cold) - Taiga (cold conifer forest) - Steppe (dry grassland further away from the equator) - Desert (large, dry and sometimes arid region, includes Antarctica) - Mixed forest (evergreen and deciduous) - Tropical (hot climate, wet) - Savanna (dry grassland + a few trees nearer the equator) - Montane (colder, mountains + trees) • How do biomes change across the world? -Compare and contrast biomes of Europe, North America and South America and how they change across the world.	**Tier 2** arid fertile densely exceptional craggy scenery **Tier 3** continent latitudes longitude equator hemisphere biome

	Human and physical features: • What are the human characteristics that define Europe, North and South America? -Look at language, population, size of continents and the major countries and their cities within each continent. Compare • What are the physical characteristics that define Europe, North and South America? -Look at the different mountain ranges on each continent- The Alps (Europe), Rocky Mountains (North America) and The Andes (South America)	
Y5 - 4 and 6 figure grid references	**Substantive concepts - GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Absolute position, Scale, Settlement	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y4: Latitude and Longitude **Y4:** Water cycle **Y4:** River Study	**Places and location** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. **Compare and contrast** Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time **Finding locations:** Why do we need latitude and longitude? - know that are 90 lines of latitude in each hemisphere North or South. Each line is 1° of latitude. Defines climate regions: Equator, Tropics, Arctic, Antarctic. - know that 360° of longitude called meridians. Measured in degrees ° East or West Define time zones across the world. - know where latitude and longitude meet (intersect) we can get an accurate position. **Finding locations precisely:** What are 4 and 6 figure grid reference and how do we use them? - know 4 figure grid reference gives a location of a 1km x 1km square. -know 6 figure grid reference | gives a location within a 100m x 100m grid. square **Apply it:** Use 4 and 6 figure grid references	**Tier 2** horizontal vertical parallel arctic Antarctic **Tier 3** equator Tropic of Cancer Tropic of Capricorn poles meridian line

Y5 - World countries – biomes and environments regions **- revisited**	**Substantive concepts - HUMAN AND PHYSICAL GEOGRAPHY** Location, Interdependence, Pattern, Environment, Settlement, Economic	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y3: UK study **Y4:** Latitude and Longitude **Y5:** World countries and biomes	**Locational knowledge** • 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 **Major countries and cities:** Where would you find the major countries of the world and their capital cities? Name the major cities in Europe, North and South America **Biomes:** What are the different biomes around the world? -Describe the different biomes. **Human and physical features:** What do you know about the physical features that define Europe, North and South America? -Describe similarities and differences between the mountain ranges on each continent.	**Tier 2** arid fertile densely exceptional craggy scenery **Tier 3** continent latitudes longitude equator hemisphere biome
Y5 - OS maps and fieldwork	**Substantive concepts - GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Scale, Proximity	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y3 OS maps and scale **Y4:** Latitude and Longitude **Y4:** Water cycle **Y4:** River Study **Y5** 4 and 6 figure grid references	**Places and location** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. **Compare and contrast** Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time Remember: what are Ordnance Survey maps and how do we use them?	**Tier 2** parallel horizontal reference degrees co-ordinates intersect **Tier 3** latitude longitude meridian

	- Remember an Ordnance Survey map is a simple picture or drawing showing the landscape (everything you see when you look at an area) and location (where something is found or situated). Seen from and directly down. North always points to the top of the page. What are 4 and 6 figure grid references? - recall 4 figure grid reference gives a location of a 1km x 1km square. - recall 6 figure grid reference | gives a location within a 100m x 100m grid. square What are contour lines? -know that counter lines help us understand the shape of the ground from a map. The closer the contour lines are, the steeper the slope is. What is land like in my local area? Describe the terrain of local area.	hemisphere northings eastings
YEAR 6		
Y6 -Comparison study – UK, Europe North or South America	**Substantive concept PLACE KNOWLEDGE** Location, Connection, Economic, Order, Pattern, Remoteness	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y4: Latitude and Longitude **Y5:** Climate zones and biomes Revisit environmental regions	**Place Geographical patterns** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location **Geographical patterns** Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	**Tier 2** equivalent contrast erosion inhospitable moderately prosper **Tier 3** orogeny glaciation temperate tectonic summit altitude

	United Kingdom: Where is the Lake District? -know the Lake District is located in North West England (Cumbria) How was the Lake District formed? Have the following understanding- -500 million years ago ancient rocks were formed -400 million years ago gigantic mountains were born by rocks uplifting. Mountains were eroded to about their current height. - 350 million years ago land sunk and was covered by tropical sea. -250 million years ago tectonic plates keep rocks shifting north. -2 million years ago Earth's climate cooled. Ice Age and glaciers shaped the magnificent valleys and lakes today **Europe:** Poland: where can you find the Tetra mountains? -know the location of Tatra Mountains southern Poland. What are the Tetra mountains like? -Know they are part of the Carpathian mountain range. Formed 60 million years ago- about the same time as the Alps formed. Shaped by Ice Age with lakes and peaks carved by glaciation. **North America:** The Caribbean and Jamaica: what do we know? -know that the Caribbean is a region of islands located within the continent of North America. 13 countries, including: Bahamas, Cuba, Haiti, Dominica, Jamaica, Trinidad and Tobago. What is similar and what is different between the Lake District, Tatra mountains and the Caribbean? Retrieve and compare the differences between each location	
Y6- Physical processes: earthquakes, mountains and volcanoes	**Substantive concepts - HUMAN AND PHYSICAL GEOGRAPHY** Time, Location, Process, Connection, Environment, System	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**

Y4: Latitude and Longitude **Y4:** Water cycle **Y5:** Climate zones and biomes	**Human and physical geography** Describe and understand key aspects of: • physical geography, including: mountains, volcanoes and earthquakes **The Earth's structure and tectonic plates:** • What makes up layers of planet Earth? -know the following features Crust, Mantle, Outer core, Inner core • What are tectonic plates and where do you find them? -Know that tectonic plates are surface and sea floors of earth. Major tectonic plates are Australian plate, Antarctic plate, African Plate, Eurasian Plate, Indian Plate, Pacific Plate, North American Plate and South American Plate. • How do tectonic plates move and what happens when they meet or separate? Know that when they separate, scrape or collide they cause either volcanoes or earthquakes or both. **Earthquakes:** What causes an earthquake and what is the effect? -Know earthquakes are caused by tectonic plates either scraping, colliding or pulling apart at their boundaries (fault lines). **Mountains:** How are mountains formed? Know mountains are formed when tectonic plates collide. **Volcanoes:** How do volcanoes work?	**Tier 2** viscous churning buckle disaster devastation magnitude **Tier 3** epicentre fissure dormant magma molten mantle
Y6- Settlements and relationships	**Substantive concepts - HUMAN AND PHYSICAL GEOGRAPHY** Location, Proximity, Landscape, Interdependence, Lived space	
Previous Learning	**Big Ideas/Key Questions/Learning Foci/Key Knowledge**	**Vocabulary**
Y5: Climate zones and biomes **Y6:** Comparison study UK/Europe/N America	**Human and physical geography** Describe and understand key aspects of: • physical geography, including: mountains, volcanoes and earthquakes **Settlements:** What are settlements and where are they found? -know settlements are places where humans live. Settlement patterns depend on physical features of a country and its population.	**Tier 2** location resource distribute employ production

Y6: Mountains, earthquakes and volcanoes	**Settlement patterns:** Do settlements have a pattern? -Know settlements are built around transport and trade links natural resources natural materials in nature that can be exploited to make money. **People and economic patterns:** Do people, their movement and economic activity have patterns? Understand during migration lots of people move at once -usually to seek a better life. The Windrush and South Asian Migration- After WW2 Britain had a shortage of people to work (labour) immigrants' people who come to live permanently and legally in a foreign country. Immigrants encouraged to work in Britain from Commonwealth countries- Many from West Indies and South Asian countries such as India, Pakistan and Bangladesh.	consumption **Tier 3** trade economy navigable lowland migrant refugee