



Geography Learning Journey



Curriculum Design:

Cumulative:

At William Davis our geography curriculum is organised to ensure a progression in developing both knowledge and skills. This journey begins in the EYFS, where knowledge, opportunities and experiences have been carefully designed to ensure firm foundations are in place before the children move into KS1. Each year children have the opportunity to revisit and build upon their prior learning, working towards cumulative end goals for each year group.

Coherence:

Our geography curriculum is centred around our 'Big Ideas'- our chosen key concepts for geography: location, place, human and physical features and skills and fieldwork. The big ideas are built upon throughout the learning modules, enabling the pupils to become 'a little more expert' in each concept, as they continue on their learning journey.

Connections:

Where appropriate our geography studies are linked to learning in other subjects, so that connections can be made and understanding deepened. This might be links with texts studied in the reading curriculum, opportunities to use their geographical knowledge within the writing curriculum, or links to other subjects such as history. For example in Year 1 pupils make links with their history learning when studying humans and physical features of the local area. Year 4 pupils make links between their learning about rivers in geography and their history study of Ancient Egypt and the River Nile. Year 4 pupils use their knowledge from their cross curricular geography and PHSE learning about climate change to write balanced arguments and Year 3 use experiences from the fieldwork trip to Epping Forest to write descriptive settings. Connections can be within and across year groups.

Context:

We have made deliberate choices within our geography curriculum linked to the needs of our school community. Each year group has an additional unit of work linked to a school theme of 'Caring for our World'. These lessons will be taught in conjunction with our PSHE curriculum; developing pupil's understanding of important environmental issues facing our planet. Linked to our driver of 'experiences' and the needs of our pupils to experience outdoor learning, we plan fieldwork opportunities in every year group. This includes fieldwork trips to Epping Forest, Greenwich Park and Queen Elizabeth Park as well as residential in Somerset and rural Essex so that children can experience contrasting locations first hand.

We have added a transition unit for Year 1, focused on the local area to act as a bridging unit between the EYFs and KS1 curriculum.

Geography National Curriculum Coverage

Key Stage 1 Curriculum Coverage

<p>Locational knowledge: Name and locate the world's seven continents and five oceans</p>	<p>Y1: Continents Oceans Y2: Revisit and retrieve</p>
<p>Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Y1: Countries of UK Y2: Revisit and retrieve</p>
<p>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</p>	<p>Y2: London and Nairobi Y2: Amazon Rainforest</p>
<p>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</p>	<p>Y1 and 2: Daily Dashboard: Weather and Seasons Y1: Weather and Seasons (science) Y1: Hot and cold places Y2: Amazon/Nairobi</p>
<p>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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Vocabulary development runs through all KS1 units.</p>
<p>Geographical skills and fieldwork: 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</p> <p>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</p> <p>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</p> <p>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.</p>	<p>Y1: Human and physical features in Local area. Y1: Mapping and Fieldwork Y2: Human and Physical features – Local Area Study Y2: Fieldwork and map skills</p>

Geography National Curriculum Coverage

Key Stage 2 Curriculum Coverage

<p>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</p>	<p>Y3: UK Study Y4: Environmental regions study Y5: World countries – biomes and environmental regions Y6: UK, Europe and N America comparison study</p>
<p>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</p>	<p>Y3: UK Study Y3: Maps and fieldwork</p>
<p>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>	<p>Y4: Latitude and longitude Y4: Environmental regions study Y5: World countries – biomes and environmental regions</p>
<p>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</p>	<p>Y3: UK study Y3: Maps and fieldwork Y4: Environmental regions study Y6: UK, Europe and N America comparison study</p>
<p>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</p>	<p>Y3: UK study Y4: Rivers Y4: Environmental regions study Y4: The water cycle Y5: World countries – biomes and environmental regions Y6: Earthquakes, mountains, volcanoes</p>
<p>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</p>	<p>Y3: Is there enough food?(PHSE) Y4: Will the sea take over? (PHSE) Y5: Energy issues- Climate Change and fossil fuels. Y6: Follow the thing.(PHSE) Y6: Economic settlement and trade</p>
<p>Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Throughout most units Y3: Maps and fieldwork Y3: OS Maps and fieldwork Y4: Latitude and longitude Y4: Environmental regions study Y5: OS maps and fieldwork Y6: OS Maps and fieldwork (Gorsefield)</p>
<p>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</p>	<p>Y3: Maps and fieldwork Y3: OS Maps and fieldwork Y5: 4 and 6 figure grid references</p>
<p>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.</p>	<p>Y3: Maps and fieldwork Y3: OS Maps and fieldwork</p>

Caring for Our World





Year Group	Focus
EYFS	<p>How can we look after our outdoor area?</p> <ul style="list-style-type: none"> • Caring for plants. • Picking up litter. • Tidying up our toys. • Looking after the wildlife (bird feeder/insect hotels)
1	<p>How do we care for the animals on our planet?</p> <ol style="list-style-type: none"> 1. How do we look after pets? 2. Why should we look after insects/bees? Focus on human impact/changes to wildlife. 3. How should we care for wild animals? (Link to CLUSP unit- Rang Tang)
2	<p>How do we care for our seas and oceans?</p> <ul style="list-style-type: none"> • What are oceans and what lives there? • What is plastic and how is it used? • How does plastic affect life in the oceans? • What is plastic pollution?.
3	<p>Is there enough food? (THEP unit)</p> <ul style="list-style-type: none"> • Map where in the world the item comes from and in turn to consider why some of our food comes from overseas. • Children will learn that our food is produced by a variety of farmers across the world. They will use images to develop and challenge their own assumptions about farming and will use case studies to consider some of the challenges faced by small-scale farmers and solutions to these, as well as identify potential benefits that small-scale farming can bring to communities. • Pupils develop their understanding of the global food system through the case study of the supply chain for bananas and consider its winners and losers. They will develop their empathy with people whose livelihoods are affected by the global food system. • The children will begin to develop an understanding of the global hunger crisis and discuss the meaning of some key terms used to talk about global food issues.
4	<p>Will the sea take over? (THEP unit)</p> <ul style="list-style-type: none"> • Pupils will explore the coastal economy and will look at how it supports economies around the world. • Pupils consider the impact of climate change on our seas, in terms of rising sea levels and warming waters. • This will lead to case studies focusing on rising sea levels and how this will affect coastal regions both in the UK and overseas (Bangladesh)
5	<p>Energy Issues (THEP unit)</p> <p>This unit focuses on the production of renewable and non-renewable energy sources. Pupils will learn about the impacts of energy production and consumption. They will also be introduced to climate change and the impact that energy production has on the climate.</p> <p>Also, they will look into the idea of what methods are most sustainable and why this can be challenging for certain countries (i.e Kenya).</p>
6	<p>Pledge to the Planet (Thoughtbox Education)</p> <p>This unit focuses upon drawing together the pupil's learning about climate change and considering where possible solutions lie. Pupils make their own pledge to the planet, focusing on ways they can impact change.</p>

These studies take a cross curricular approach and will support learning in geography and PSHE.

Place Planning

Year Group	Study	Location knowledge Where is this place?	Place knowledge What is this place like?	Rationale
1	Local area study	Tower Hamlets/Bethnal Green New Forest	Tower Hamlets/Bethnal Green New Forest	Pupils need to learn that not everywhere in the UK is like Bethnal Green. The New Forest provides a useful comparison with meaningful opportunity for developing physical and human geographical vocabulary.
	Continents Oceans	7 continents/ 5 oceans 4 countries/capital cities and seas of UK	4 countries/capital cities of UK	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.
	Hot and cold places	Equator/ North/South Poles: Arctic/Antarctic Amazon Rainforest/Brazil Africa: Egypt Asia: Bangladesh	Arctic/Antarctic Amazon Rainforest/Brazil Africa: Egypt Asia: Bangladesh	Basic world framework- creates readiness for more detailed world studies at KS2. Link to Bangladesh- the home country for many of our pupils' families.
	Fieldwork and map skills	The school building.		Pupils begin their journey of understanding and using maps by focusing on the school site.
2	Fieldwork and map skills	Bethnal Green – urban Chalkwell- coastal Forest- New Forest Mountainous - Snowdonia	Bethnal Green – urban Chalkwell- coastal Forest- New Forest Mountainous - Snowdonia	4 Contrasting UK locations have been chosen for this study. This provides a useful opportunity to investigate the different human and physical features through aerial photos and maps. KS1 key vocabulary can be revisited and consolidated through these place studies. The choice of these contrasting locations demonstrates to children that not everywhere in the UK is like Bethnal Green and provides contrasting landscapes.
	Local area study: Human and physical features	London Bethnal Green	Local area: Bethnal Green	Bethnal Green has been chosen as the location for the local area study. This provides a useful link with the Y2 local history study. It also provides opportunities for field trips and maximises staff knowledge.
	London and Nairobi	UK: London Africa: Nairobi	UK: London Africa: Nairobi	Pupils study the human and physical features of a non-European location in Africa , such as Nairobi. This is also complemented by a study of an Indigenous tribe in the rainforests of Brazil and Venezuela . These two studies also offer rich opportunities to know, compare and contrast different cultures in two continents using the consistent thread of human and physical features.
	The Amazon Rainforest	S America: Amazon village: Yanomami Tribe Amazon city: Manaus	S America: Amazon village: Yanomami Tribe Amazon city: Manaus	
3	UK study	Countries/ Regions/ Counties and cities of UK,	Countries/ Regions/ Counties and cities of UK,	Children build on their KS1 knowledge of the diverse landscape and land use of UK through a study of counties and regions of the UK.
	Human and physical features- fieldwork	· London · Cumbria · East Anglia	· London · Cumbria · East Anglia	Children develop fieldwork skills through the study of 3 different regions of the UK, deepening their locational knowledge in the previous study. The 3 regions provide diversity in landscapes. The main aim of Y3 is to deepen and consolidate learning about the UK to provide a clear comparison for wider world studies in Y4,5,6.
	OS Maps and Scale	London/ Bethnal Green Epping	London/ Bethnal Green Epping (Forest) Essex	Pupils use an area outside London (Epping) to compare physical and human features using OS maps.
4	Latitude and Longitude	· World latitude and longitude, time zones		Children begin to build their global locational framework, by considering the location of world countries in relation to the key lines of latitude and longitude.
5	World countries- biomes	· Europe (including Russia) · North America · South America	· Brazil · Russia · USA	This study provides a locational framework of the wider world, building on their KS1 studies. A focus will be given to the largest country in each continent, providing a greater understanding of the diversity of the world. Images of each country that represent the diversity of landscapes will be used.
5	OS Map Skills + Fieldwork	- local area - Hope Cove Devon or Somerset (MF residential)	- local area - Hope Cove Devon - Somerset (MF residential)	The contrasting area of Hope Cove in Devon provides a useful contrast for exploring contour lines and OS symbols on maps. The focus will be Somerset when we are attending residential stays at Magdalene Farm.
6	UK, Europe and N America comparison study	· Region in UK: Lake District · Region in a European country: Tatra Mountains · Region in N or S America: Caribbean	· Region in UK: Lake District · Region in a European country: Tatra Mountains · Region in N or S America: Caribbean	Contrasting regions chosen within UK, Europe and N/S America to help students start to grasp diversity across these continents.
	Earthquakes, mountains and volcanoes	· Major tectonic plates · Continents	· Asia: Mount Everest · Africa: Mount Kilimanjaro	Case studies from Asia and Africa are brought in to exemplify thematic knowledge when studying mountains, volcanos, and earthquakes
	Do people, their movement and economic activity have patterns?	· Commonwealth countries · Africa/Asia/Pacific		More detailed understanding of world reference points creates readiness for extension of study to Africa, Asia and Middle East in KS3, also more complex thematic studies E.g. climate change and globalisation

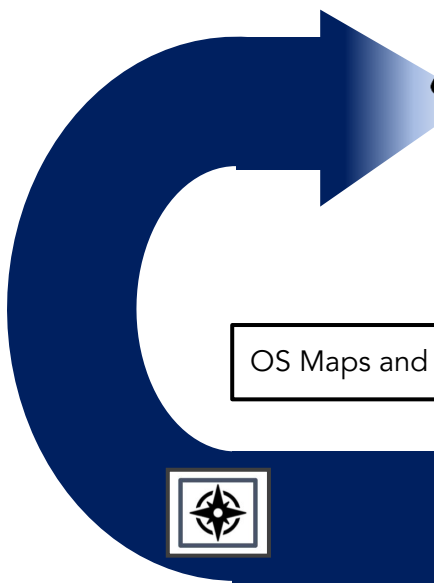
Geography Big Ideas

Geographical Concept	Description
<p>LOCATION</p> 	<p>LOCATION</p> <p> </p> <p>Where a place actually is found.</p> <p> </p> <p>It helps us describe and remember where places are.</p> <p> </p> <p>Name and locate locations.</p> <p>Use absolute positioning system.</p>
<p>PLACE</p> 	<p>PLACE</p> <p> </p> <p>What a location is like.</p> <p> </p> <p>Describes the physical and / or human geography as well as the personal and cultural experience related to that place</p>
<p>HUMAN +PHYSICAL GEOGRAPHY</p> 	<p>HUMAN GEOGRAPHY</p> <p> </p> <p>The interactions between people, places and the environment.</p> <p> </p> <p>The built environment.</p> <p>Effect of migration and settlement.</p> <p>The effect on the landscape and environment.</p> <p>PHYSICAL GEOGRAPHY</p> <p> </p> <p>The natural shaping of the surface of the earth as well as the physical process that shapes the environment.</p> <p> </p> <p>The natural environment.</p> <p>How a place is shaped naturally by physical processes. How the environment is impacted by human geography.</p>
<p>SKILLS AND FIELDWORK</p> 	<p>SKILLS AND FIELDWORK</p> <p> </p> <p>Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it.</p> <p> </p> <p>The collecting of information about people, places and the environment.</p>

Progression of Big Ideas

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY						
Locational knowledge	Place knowledge		Human and physical geography		Geographical skills and fieldwork	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	Continents, oceans, countries and capital cities of UK and seas LOCATIONAL KNOWLEDGE Location, Order Connection	Local area study HUMAN AND PHYSICAL GEOGRAPHY Location, Order Environment, Culture Time, Pattern	Local area study HUMAN AND PHYSICAL GEOGRAPHY Location, place, map skills and fieldwork	Rivers HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity Region, Landscape, System PLACE KNOWLEDGE Location, Environment, Pattern	World cities, biomes and environmental regions HUMAN AND PHYSICAL GEOGRAPHY Location Interdependence, Pattern Environment, Settlement Economic	Physical processes Earthquakes, mountains and volcanoes HUMAN AND PHYSICAL GEOGRAPHY Time, Location, Process Connection, Environment System
	Hot and cold locations HUMAN AND PHYSICAL GEOGRAPHY Location, Environment Culture	Comparison of a non-European location with small area of UK (London and Nairobi) PLACE KNOWLEDGE Location, Environment Culture, Connection	UK Study LOCATIONAL KNOWLEDGE Location, Order Environment, Region Landscape	Latitude and longitude LOCATIONAL KNOWLEDGE Location, Position Diversity, Time	4 and 6 figure grid references GEOGRAPHICAL SKILLS AND FIELDWORK Location Absolute position Scale Settlement	Settlements and relationships HUMAN AND PHYSICAL GEOGRAPHY Location, Proximity Landscape, Interdependence Lived space PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness
	Local area map work skills GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern	Local area map work skills and introduction to scale GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern, Similar	Revisit Human and physical geography HUMAN AND PHYSICAL GEOGRAPHY Location, Place, Culture Connection, Interdependence	Water cycle HUMAN AND PHYSICAL GEOGRAPHY Environment, Connection Interaction, Landscape Process, Cycle	Revisit World cities, biomes and environmental regions HUMAN AND PHYSICAL GEOGRAPHY Location Interdependence, Pattern Environment, Settlement Economic	Comparison study of North America, Europe and UK PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness
		Compare an alternative non-European locality (Village in a rainforest) PLACE KNOWLEDGE Location, Environment Culture, Remoteness	OS maps and scale GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	Revisit Rivers HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity Region, Landscape, System Map skills – environmental regions GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	OS maps and fieldwork GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	Maps and orienteering GEOGRAPHICAL SKILLS AND FIELDWORK Location, Proximity Scale, Connection, Pattern

Geography Learning Journey



OS Maps and fieldwork: Orienteering

Economic settlement and trade links



Y6

UK, Europe and North America comparison study

Physical processes – earthquakes, mountains and volcanoes

OS Maps and fieldwork

World countries – biomes and environmental regions

Y5



4 and 6 figure grid references

Rivers



Y4

Latitude and Longitude

The Water Cycle

UK Study

OS Maps and Scale

Y3



Fieldwork – human and physical features

Compare a small part of the UK to a non-European location – Amazon

Compare a small part of the UK to a non-European location – London and Nairobi



Weather and Seasons: Ongoing



Y2

Local area study – human and physical features

Fieldwork and map skills

Local area study

Mapping and fieldwork

Countries, capital cities and seas of UK



Weather and Seasons: Ongoing



Y1

Hot and cold places

Continents Oceans

People, culture and communities: Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.



Weather and Seasons: Ongoing

EYFS

People, culture and communities: 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.



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Cumulative End Goals







	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 1 Continents, oceans, countries and capital cities of UK and seas	<p>Pupils develop an understanding of the concept of LOCATION through:</p> <ul style="list-style-type: none"> naming and locating the world's seven continents and five oceans (Y1) naming, locating and identifying the four countries and capital cities of the United Kingdom (Y1) identifying the characteristics of the four countries and capital cities of the United Kingdom (Y1) knowing and naming the oceans and seas surrounding the United Kingdom (Y1) identifying and locating the location of a non-European countries (Y2) identifying and locating their school and locality (Y2) 	<p>Pupils develop an understanding of the concept of PLACE through:</p> <ul style="list-style-type: none"> knowing where England and London are located (Y2) knowing and explaining the main human and physical features of London (Y2) knowing and explaining where Kenya and Nairobi are located (Y2) knowing and explaining the main human and physical features of Nairobi (Y2) knowing and explaining the similarities and differences of these two places (Y2) 	<p>Pupils develop an understanding of the concept of human and physical geography through:</p> <ul style="list-style-type: none"> knowing and explaining seasonal and daily weather patterns (Y1) locating the Equator, North and South Poles (Y1) locating and name hot and cold places in the world (Y1) using geographical vocabulary to refer to physical features: (Y1/2) <ul style="list-style-type: none"> beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal using geographical vocabulary to refer to human features: (Y1/2) <ul style="list-style-type: none"> city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum 	<p>Pupils develop an understanding of the concept of Geographical skills and fieldwork through:</p> <ul style="list-style-type: none"> using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans (Y1/2) knowing and using 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 (Y1/2) using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2) making a simple map using basic symbols in a key (Y1/2) knowing and explaining larger and smaller scale maps, including OS maps (Y2) using 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 (Y1/2)
Hot and cold locations				
Local area map work skills				
Year 2 Local area study – Human and Physical Geography				
Comparison of a non-European location with small area of UK (London and Nairobi)				
Local area map work skills and introduction to scale				
Compare an alternative non-European locality (Village in a rainforest)				

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 3 Local area study – human and physical geography	<p>Pupils develop an understanding of the concept of LOCATION through:</p> <ul style="list-style-type: none"> locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Y4) knowing and locating environmental regions, key physical and human characteristics, countries and major cities (Y4) naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Y3) identifying land-use patterns and know how some of these aspects have changed over time (Y3) identify and explain 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) (Y4) knowing about significant individuals, such as Wladimir Köppen who first identified major climate types (Y4) 	<p>Pupils develop an understanding of the concept of PLACE through:</p> <ul style="list-style-type: none"> explaining what regions, counties and cities are like in the United Kingdom (Y3) explaining the similarities and differences between places across the world (Y3/4) knowing and explaining about places that are built around rivers (Y4) knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar (Y4). 	<p>Pupils develop an understanding of the concept of human and physical geography through:</p> <ul style="list-style-type: none"> knowing and describing key physical geography features <ul style="list-style-type: none"> topography, climate zones, vegetation belts, mountains, rivers, and the water cycle (Y3/4) knowing and describing key human geography features <ul style="list-style-type: none"> region, county, capital city, city, settlement, recreation, harbour, (Y3/4) knowing and explaining how places are shaped by human and physical features knowing and explaining how physical features shape a place and the reason that human features are there 	<p>Pupils develop an understanding of the concept of Geographical skills and fieldwork through:</p> <ul style="list-style-type: none"> making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y3/4) skilfully using 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 (Y3/4) using 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, such as Digimap for Schools. (Y3/4)
UK Study				
Revisit Human and physical geography				
OS maps and scale				
Year 4 Rivers				
Latitude and Longitude				
Water Cycle				
Revisit Rivers				
Map skills – environmental regions				

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
	Pupils develop an understanding of the concept of LOCATION through:	Pupils develop an understanding of the concept of PLACE through:	Pupils develop an understanding of the concept of human and physical geography through:	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Year 5 World cities, biomes and environmental regions	<ul style="list-style-type: none"> knowing and locating countries and cities of the world (Y5/6) identifying and explaining world biomes by building on prior knowledge of environmental regions (Y5) knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities (Y5/6) 	<ul style="list-style-type: none"> knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America (Y6) knowing and explaining that places are shaped by their location, physical and human features (Y5/6) knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism (Y5/6) 	<ul style="list-style-type: none"> knowing and describing key physical geography features and processes <ul style="list-style-type: none"> climate zones, vegetation belts, earthquakes, mountains and volcanoes (Y5/6) knowing and describing key human geography features <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Y5/6) 	<ul style="list-style-type: none"> using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y5/6) using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world (Y5/6) using 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, such as Digimap for Schools. (Y5/6)
4 and 6 figure grid references				
Revisit World cities, biomes and environmental regions				
OS maps and fieldwork				
Year 6 Physical processes – earthquakes, mountains and volcanoes				
Settlements and relationships				
Comparison study of North America, Europe and UK				
Maps and orienteering				

Thinking like a geographer...






Pupils make more sense and deeper understanding of the substantive concepts and knowledge by using what they know through disciplinary knowledge. Teachers plan to model and teach how to think like a geographer, developing the following 5 areas of disciplinary knowledge over time.

GEOGRAPHICAL ENQUIRY 				
Place and Space 	Scale and Connection (Relationship and interdependence) 	Physical and human geography 	Environment and sustainability 	Culture and diversity (Uniqueness) 
<p>Place</p> <p>Key idea is that place is its location and what it means to people.</p> <p>Places are influenced and shaped by the people who live there (ideas, emotions and beliefs).</p> <p>Space</p> <p>Location on the Earth's surface defined by latitude and longitude.</p> <p>Space is more general and does not have meaning.</p>	<p>Scale</p> <p>To get a better understanding of locality compared to globality. Gives pupils a sense of Zooming in and zooming out.</p> <p>Connection</p> <p>How local places are connected when you Zoom in, and how they are connected to the wider locality when you Zoom out focusing on region / county / country / global.</p> <p>Relational perspectives</p> <p>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.</p>	<p>Physical and human geography</p> <p>An appreciation of how places evolve and are shaped by physical or human geography.</p> <p>PAST</p> <p>How have physical processes and people influenced this place?</p> <p>PRESENT</p> <p>How are physical processes and / or people influencing this place?</p> <p>FUTURE</p> <p>What could this place be like in the future, given the influences by physical processes or people?</p>	<p>Environment</p> <p>What is the environment like? Draws upon human and physical geography to help explain 'how did it get like that?'</p> <p>Makes us think about our ethical consumer habits and choices made about environmental impact.</p> <p>Sustainability</p> <p>An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution.</p> <p>What it means to be a responsible citizen, embracing global dimensions within a local setting.</p>	<p>Culture</p> <p>The way people have done or do things around here.</p> <p>The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time.</p> <p>An understanding and respect for ethnicity and diversity through knowing more about other cultures and people.</p> <p>Diversity</p> <p>The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection.</p> <p>The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine...</p> <p>Regional inequality</p> <p>For example, 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.</p>
Where is this place? Why is it here and not there?		What is it like? How did it get like this? What could it be like in the future?		






These areas of disciplinary knowledge are referenced in each learning module, with suggested questions so that there is a progression through year groups.

The examples below show the progression across KS1/LKS2 and UKS2.






KS1

 Place and Space	 Scale and Connection (Relationship and interdependence)	 Physical and human geography	 Environment and sustainability	 Culture and diversity (Uniqueness)
Where is our school? How is the space used in school?	How are spaces in the school connected? How is the indoor and outdoor space connected? How big is a place? How big is the space in the place?	What is built around here? (Human geography) What is natural around here? (Rivers or hills.) (Fields are a human feature as they were built by people)	How are we helping the environment? What is our school doing to help?	What is special about our school? What people live near the place we call school. How is the space around the school used?


LKS2


 Place and Space	 Scale & Connection (Relationship and interdependence)	 Physical and human geography	 Environment and sustainability	 Culture and diversity (Uniqueness)
Where is this place? How can you describe this place using the points of a compass? Where do people live in this place? What is unique about this place?	How does this place connect with other places locally? How is this place connected to other places? (Physical and human) How big is this place compared to other villages, towns and cities?	What physical features can you see in this place? Describe their location using a compass. What human features can you see in this place? Describe their location using a compass. Are local places similar or different?	In what ways does this place help the environment? Describe the waste recycling location using points of a compass. How does the place we live help recycling and sustainability?	Why is the place we live special to us? Where does the sun appear to rise in this place? What physical features are special to us? Describe their location using the points of a compass. What human features are special to us? Describe their location using the points of a compass.


UKS2


 Place and Space	 Scale and Connection (Relationship and interdependence)	 Physical and human geography	 Environment and sustainability	 Culture and diversity (Uniqueness)
Where is your local area? What does your local area look like on a small scale map? What does your local area look like on a large scale map?	What features can and can't you see on a large-scale map? Why is that? What features can and can't you see on a small-scale map? Why is that?	How do contour lines help us know about the shape of the land? When contour lines are very close together, are human features common? Why is that? How do map keys (legend) tell us the shape and use of the land?	Are solar farms built on flat or steeply sloping land? How do you know? Which direction do solar farms face? Do you think the location of wind turbines is important, or can they be put up anywhere?	Why do people choose to go to the Lake District? What's the terrain like in unique places, such as the Lake District? What do OS maps help us know more of about places we want to visit?


Early Foundations in Geography

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Locational Knowledge 	<ul style="list-style-type: none"> Name and locate areas around nursery and grounds and recognise features. Name the nursery and nursery group they belong to. Name the different areas in the nursery. Name some features in the nursery. 	<ul style="list-style-type: none"> Name the school. Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, wild garden, library, forest school, trim trail etc. Discuss their immediate environment using knowledge from observation, discussion and maps. 	<ul style="list-style-type: none"> Name and locate areas in the school community. Discuss the area surrounding the school using knowledge from observation, discussion and maps. Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs. Name, locate and talk about one other country, linked to what they have read, e.g. <i>Celebrations around the World</i>, <i>Anansi and the Golden Pot</i> (Ghana).
Essential vocabulary	nursery, classroom, outside area, toilets, cloakroom (localise for your school)	lunch hall, playground, trim trail, library, garden (localise for your school)	local shops, church, playpark, river, carpark, bridge (localise for your school)

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Place Knowledge 	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. Enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. Begin to name some human and physical features, e.g. park, river, street, sea. Learn that they have similarities and differences that connect them to, and distinguish them from, others, e.g. similar and different homes. 	<ul style="list-style-type: none"> Know that there are different countries in the world, using stories and discussions about holidays. Talk about the differences they have experienced or seen in photos. Know the name of the place and street in which they live. Know about a city, e.g., London and that it is in England. Know some key features in London, e.g., Buckingham Palace, Big Ben, London Eye and how it is different from where they live. Name physical and human features from stories, e.g. woods, forest, city, ocean. 	<ul style="list-style-type: none"> Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live. Name the city / town / village / country in which they live and the street where their home and school are. Know what type of house they live in. Talk about and name the physical and human features of their local environment and how environments might vary from one another. Name and describe human and physical features of the places they have visited and places from stories, e.g. beach, island, fields, mountain.
Essential vocabulary	park, shop, garage, road, same, different	place, street, holiday, city, London, difference	town, village, country, island, compare

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Seasonal changes and weather (linked to UTW-science / natural world) 	<ul style="list-style-type: none"> Observe the weather through first hand experiences. Name simple weather types, e.g. rain, snow, sun, wind. Know the difference between hot and cold, wet and dry. 	<ul style="list-style-type: none"> Know the difference between day and night, dark and light. Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy. Know that we wear different clothes for different weather. 	<ul style="list-style-type: none"> Know the names of the seasons and what the weather is / can be like in each. Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants. Describe how trees and plants change in different seasons. Know that some animals store food for the winter. Know that some animals hibernate in the winter.
Essential vocabulary	rain, snow, sun, wind, wet, dry, hot, cold	weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy	autumn, winter, spring, summer, season, hibernate

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Geographical Skills and Fieldwork 	<ul style="list-style-type: none"> Describe what they see in their immediate school environment / local community using simple language, e.g. tree, house, shop, pond, river, road, flats, park. Begin to remember their way around familiar environments. Respond to some spatial and positional language. Explore how things look from different viewpoints including things that are near or far away. 	<ul style="list-style-type: none"> Describe what they see using a wide vocabulary. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use simple maps, recognise water as blue and land as green on the maps. Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land. Draw simple maps of their environments or linked to stories / curriculum, e.g. a treasure map. 	<ul style="list-style-type: none"> Draw information from a simple map. Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.
Essential vocabulary	field, playground, garden, trim trail, pond, shed (localise for your school)	house, flats, shop, park, map (localise for your school)	atlas, globe, find, country, information

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
People and Communities, including different religious and cultural communities 	<ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. 	<ul style="list-style-type: none"> Enjoy joining in with family customs and routines. Recognise and describe special times or events for family or friends. Show interest in different occupations and ways of life indoors and outdoors. Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Talk about their immediate family and community and some of their routines, culture and celebrations. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Name people who help others in the community and talk about their different roles. Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.
Essential vocabulary	family, same, different, pretend	jobs, difference, special, event / celebration (localise for your school)	community, belief, mosque, synagogue, church, similarities (localise for your school)

Early Foundations in Geography

Area of Learning and Development: UNDERSTANDING OF THE WORLD:				NATIONAL CURRICULUM
EDUCATIONAL PROGRAMME	LANGUAGE children will encounter	OPPORTUNITIES + EXPERIENCES specific teaching	OPPORTUNITIES + EXPERIENCES continuous provision	Builds knowledge and understanding so pupils access Y1
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>				<p>GEOGRAPHY</p> <p>Locational knowledge Seven continents and five oceans four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place knowledge Understand geographical similarities and differences 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 Identify 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.</p> <p>Use basic geographical vocabulary</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, Use simple compass directions (North, South, East and West Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>
<p>Early Learning Goals: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>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>	<p><i>Locational knowledge:</i> local shops, church, playpark, river, mosque, carpark, bridge, places in school building.</p> <p><i>Place knowledge:</i> place, street, holiday, city, London, difference, town, village, country, island, compare</p> <p><i>Seasonal change:</i> weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy, autumn, winter, spring, summer, season, hibernate</p> <p><i>Skills and fieldwork:</i> atlas, globe, find, country, information, house, flats, shop, park, map, field, playground, garden, pond,</p> <p><i>People and Communities:</i> community, belief, mosque, synagogue, church, similarities</p>	<p>Daily teaching of days of the week.</p> <p>Specific teaching about seasonal change.</p> <p>Talk about/ draw their families. Compare families and talk about similarities and differences. Make a simple family tree</p> <p>Seasons walk to Haggerston Park /churchyard to collect seasonal treasures.</p> <p>Use map of area prior to visit to explore area. Draw maps of areas visited using photos from visit.</p> <p>Make a map of our classroom/ outdoor area to help a new child starting in our class/ a new visitor.</p> <p>What is it like in Ghana/China? Can we find it on globes/ maps? Add to class map of world How is it different to where we live?</p> <p>Drawing maps- treasure maps/ routes back home for story characters.</p> <p>Creating small world string trails in outdoor area.</p>	<ul style="list-style-type: none"> • special clothing from a range of cultures • appropriate food, packets, dishes, bowls, pans, cutlery / utensils • decorations • photos of their families having celebrations • photos of special places • Writing / drawing area -examples of simple maps and aerial views of the school / their community • story books linked to maps, e.g. Martha Maps it out ▪ atlases • natural and interesting seasonal artefacts, e.g. pinecones, acorns, conkers • props from different countries • globes • using senses to explore sense of place. 	

Assessment in geography

Assessment in geography is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have. Recording of assessment is multi-faceted. We support whole class feedback and marking principles. The following are used to assess pupils' knowledge and skills as well as their understanding and use of relevant vocabulary.

- *Whole class marking* and feedback.
- Formative outcomes from *cumulative quizzing*
- Summative outcomes from cumulative quizzing.
- *Structured explanative tasks* such as vocabulary connections.
- *Structured assessment tasks* such as 'Show what you know'.
- *Cumulative end goals* for each of the Big Ideas for geography. These specify what pupils should know and be able to explain at the end of each phase.

At the end of each academic year, this all feeds into a final overall assessment judgement for geography, which is reported to parents. This judgement reflects how secure the pupil's knowledge and understanding in the learning taught that year has been.

How do we measure the impact of our geography curriculum?

We evaluate the impact of our geography curriculum in the following ways:

- Pupil Book Study: Small groups of pupils from each class are asked to talk about what they remember about their learning in geography. These sessions are led by the geography leader and provide an extremely useful insight into the impact of the curriculum on pupil's learning.
- Lesson visits. The geography leader visits a sample of lessons over the year to evaluate the quality of teaching and learning.
- Book looks: The subject leader looks at samples of geography books. Often this is done in conjunction with the Pupil Book Study.
- Supported planning and teaching: The geography leader works alongside the class teacher to support the planning of geography modules, providing quality assurance.
- This all feeds into a termly subject leader evaluation.

How do we adapt our geography curriculum to include all learners?

It is our expectation that all pupils participate fully in geography lessons. We use adapted tasks to support some pupils in accessing the same learning question as their peers. A small number of pupils may be working towards adapted end points for geography or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan.