

St Peter's VC Academy

Geography Curriculum





Intent



Geography enables all learners to experience the beauty, awe and wonder of God's world and to develop an awareness of their place in it. All places are shaped by humans, location, climate and politics. Geography gives us an awareness of the globe and that we are a global community with a global interdependence, accountability and responsibility for the common good of all people. Our stewardship must reflect our understanding that the planet is our irreplaceable home.

Geography teaches an understanding of places and environments. Geography is a valued part of the curriculum at St Peter's as we recognise, and teach, that it is a subject that is integral to our lives and the world around us. The geography curriculum at St Peter's is designed to build and

continuously consolidate children's geographical knowledge. Children are given the opportunity to study, both inside and outside of the classroom. Our geography curriculum is heavily supported by the work of our Beach School lead. St Peter's high expectations of learning allow children to lean at a deeper level which gives children the best opportunities to explore the relationships between people and place. We acknowledge and impart the words and beliefs of the National Curriculum when it states that 'high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.'

At the end of Foundation at St Peter's

Pupils are taught -

Pupils will be able to build own identity and a sense of place, recognise similarities and differences between life in this country and life in other countries. Pupils will be able to understand simple maps and geographical themed photographs. When completing fieldwork, they will be able to observe changes in the environment and describe their relative position such as behind or next to. Pupils will have a natural inquisitive interest in the world around them which is enhanced by focusing on the world they have an immediate emotional connection to. This knowledge will then stick and they will be better prepared for their learning in KS1.

At the end of KS1 at St Peter's

Pupils are taught -

Pupils will be able to locate hot and cold countries of the world and understand how the Equator impacts countries. They will be able to use maps, globes, atlases and aerial photos and follow routes with simple compass directions. Pupils will ask and answer geographical questions in their fieldwork. In their written presentation of their geographical knowledge and skills, pupils will be able to make links between people and the environment which will support them in the progression to KS2 geography.

At the end of KS2 at St Peter's

Pupils are taught -

Pupils will be able to locate major countries and draw conclusions to their similarities and differences. They will understand how places have changed over time and understand how and why people from different locations of the world have contrasting points of view. Pupils will be able to make complex observations of a wide range of maps and graphs. Pupils will be able to plan out their own field work and enquiry questions. In preparation for secondary school, pupils will write geographical reports with increased refinement in demonstrating the various ways an expert geographer thinks.

Implementation



St Peter's have developed disciplinary knowledge alongside and between each strand of substantive knowledge so that children develop the habits of thinking geographically.



Map reading skills are taught automatically. Through being able to interpret a range of maps, children develop spatial thinking, and increase their understanding of how places are connected.



The curriculum specifies the substantive knowledge to be taught. This includes place knowledge, locational knowledge, human, physical and environmental knowledge, and geographical skills.



The pedagogy of geography is important to translate to translate the intended curriculum into reality. Activities are carefully chosen to develop children's geographical understanding and their development of the big concepts.



Children are expected to remember the key content from their lessons. This is achieved by breaking down learning into manageable chunks, and providing ample opportunities for retrieval practice, which



Children bring a range of misconceptions to their lessons which teachers are aware of and address. This often involves misunderstanding they have gained from experiences, such as views about immigration and over-generalisations about places.



Formal learning starts in EYFS: children begin to acquire a wide range of vocabulary and develop a sense of place. They learn to create and read simple plans.



Examples are chosen carefully to exemplify geographical concepts. By exploring different concepts in the same example, we can avoid telling a 'single story' about a place and give a fuller picture which can avoid creating stereotypes.



SEND pupils are expected to access the same curriculum as others, but teaching methods need to be adapted. Approaches which benefit SEND children will also benefit the entire class.



Fieldwork is integral to the curriculum and occurs regularly and with purpose: it enables formal learning to occur outside of the classroom and immerses children in the key content of their learning, allowing them to think deeply and therefore make

stronger memories.

strengthens their memories.



The curriculum is the progression model. The key knowledge has been considered carefully by leaders.

Pedagogy: How the Curriculum is Taught

Within our Geography curriculum there are four main elements that underpin how the curriculum is taught.

- Oracy, vocabulary, and verbalisation are embedded sequentially throughout the geography curriculum to ensure the appropriate scope and depth. All are explicitly taught, deliberately practiced, and rooted through retrieval practice. As a result, pupils are confident in their oral use of words in multiple oral and written contexts.

- Map and graph skills are explicitly taught. This includes reading a range of maps, globes and atlases (e.g political, aerial, topographical and climatic) and graphs (e.g population and climate). Pupils will also sketch their own maps on clipboards when out on fieldwork and use maps for orienteering.

- Field work – this includes trips to the school field, walking through our community, the beach and surrounding area. Pupils use compasses to incorporate orienteering skills into all fieldwork.

- Geographical Enquiry and Communication – Pupils will ask and answer geographical enquiry questions and complete geographical comparative reports and presentations, which include their own opinions about the world.

Although Geography is taught in half-termly units of work the children have constant opportunity to revisit and recap their learning through other curriculum areas. An example of this would be in history locating Rome on a map or in science exploring global warming and climate change.

At St Peter's a typical geography lesson will start with a recap or retrieval of previous learning before the children move on to new learning. The teaching of vocabulary is key so you will see this shared with pupils at the beginning of each geography study and referred to throughout ensuring the children consolidate their understanding of new vocabulary.

Impact

Assessment

We use a multi-faceted approach to assessment within geography.

- End of study quizzes built within every study to ascertain knowledge.
- Retrieval practice to take place at the beginning of every lesson.
- Spaced retrieval retrieving knowledge from previous terms or previous year groups
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback.
- Pupil voice to support the evidence that pupils know and remember more over time.
- Geographical reports facilitate pupils to independently apply appropriate substantive & disciplinary knowledge of pupils developing in thinking like a geographer. These begin in EYFS with verbalising answers to a question at the end of a topic and continue throughout every year group.

• Key Performance Indicators adapted from the Trust model at the end of the year

Cultural Capital

Enrichment is an essential part of the St Peter's Geography curriculum which provides pupils with discrete time to focus and deepen their learning, they provide opportunities for new experiences as well as nurturing and developing a thirst for learning.

- Beach School
- Field work trips to places such as the local area e.g. Danby Moors Centre, beach, Raincliffe woods, Playdale Farm, etc
- Eco-School
- Cultural days

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and geographical pedagogy. All

staff benefit from implementing the high-quality planning resources provided by the Trust yet amended to meet the needs of all pupils.

Below is a summary of the CPD activities bespoke to Geography:

- Adapting plans with class teachers
- Staff training afternoons as part of CPD log
- Sharing knowledge from trust-wide meetings
- Bespoke training videos
- 1:1 discussions with staff about lessons

Study Overview

	Autumn	Spring	Summer
Foundation	My local community	Winter – Polar Regions Chinese New Year On the Farm in Spring	The Seaside
Y1	What is it like to live here?	What is the weather like in the UK?	What is it like exploring a forest?
Y2	What is it like to live in London?	Would you prefer to live in a hot or a cold place?	What is it like to live by the coast?
Y3	Are all settlements the same?	What are volcanoes and earthquakes?	Would you like to live in the desert?
Y4	Who lives in Antarctica?	What is life like in the Alps?	What are rivers and how are they used?
Y5	Why does the population change?	Why is the rainforest important to us?	Where does our food come from?
Y6	What is life like in Africa?	Why does the Ocean matter?	Where does energy come from?

Progression

		Curriculum Programmes		1			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Understandin g the World- Past and Present Know some similarities and differences between things in the	the World- the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first- milarities hand observation, to enhance their locational awareness. fferences etween ings in the			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 significar human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
past and now, drawing on their experiences and what has been read in class.	seven co Name., l characte countrie	nd locate the world's ontinents and five oceans ocate and identify ristics of the four s and capital cities of the	(including the I America, conce and human cha	orld's countries, u ocation of Russia) and North and environmental i	South egions, key physica	
Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction text and maps.		ingdon and its ding seas	 geographical rephysical charactering geographical charactering (including hills, and understand time identify the post of the	d how some of the	dentifying huma ographical featu ts and rivers), ar nese aspects hav ficance of latitud n Hemisphere, th ctic Circle, the Pr	n and res Id land-use patterns e changed over e, longitude, Equato e Tropics of Cancer	
Explain some similarities and differences between life in this country and life in other		some ties Understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom and a contrasting non-European country es, g on dge pries, ion		ge eographical simil udy of human and nited Kingdom, a lorth or South An	l physical geogra region in a Euro		
	patterns in the U	ical geography al and daily weather nited Kingdom and the nd cold areas of the world	 describe and including: climatic 	ysical geography understand key a ate zones, biomes canoes and earth	aspects of physic s and vegetation	belts, rivers,	

	and South Po • use basic ge refer to: o key beach, cliff, co sea, ocean, riv season and w * key human town, village,	in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: o 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 fieldv	vork	Geographical s	kills and fieldwor	k		
Yearly Progra	 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 			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 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 			5,	
	E KNOWLEDGE			C				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Location Kno The Local	wledge - (Declar Know the	ative Knowledg Understand	e) Name,	Name,		Name, locate		
area	name of my school. Know the town/city where I live. Know basic relative positional language.	where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards)	locate and describe key landmarks in the local area, using simple locational/di rectional language and the four main compass directions.	locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys.		& describe a local river and understand how it has changed over time, using, the eight compass points, six- figure grid references, maps, symbols and keys		

The UK	Know that	Name and	Name and	Name and	Name &	Locate and		
The OK	England is	locate the	locate some	locate	locate	describe		
	their home	countries in	of their key	different	counties and	human and		
	country.	the UK and	features of	types of UK	cities of the	physical		
	Know that	their capital	the four	settlements	UK, national	features of		
	London is the	cities.	countries of	(hamlets,	parks and	the UK (e.g.		
	capital city of	Name the	the UK, their	villages,	their	coasts, rivers,		
	England.	surrounding	capital cities	towns,	topographical	mountain		
	Begin to	seas of the	and other	cities,	features (inc	ranges,		
	name/locate	UK	major cities	conurbation	hills,	counties and		
	all the		and the	s), and	mountains,	cities), using		
	countries in		surrounding	mountains,	coasts &	locational/		
	the UK and		seas using	employing	rivers), using	directional		
	their capital		simple	the use of	the eight	language, 8		
	cities.		locational/di	the eight	points of a	points of a		
			rectional	points of a	compass, four	compass, six		
			language	compass,	figure grid	figure grid		
			and the four	maps,	references,	references,		
			main	symbols and	maps, symbols	maps, symbols		
			compass	keys.	and keys.	and keys		
The World	Understand	Understand	directions. Name and	Name and	Name Jacota	Name, locate	Identify the	
me wond	the terms	the terms	locate the	locate major	Name, locate and	and describe	position and	
	'land' and	'continent'	country,	volcanoes,	understand	some of the	significance of	
	'sea'.	and 'seas';	continent	major	the	world's major	latitude,	
	Seu .	name and	and	settlements	significance of	rivers,	longitude,	
		locate the	surrounding	and rural	the Equator,	employing the	Equator, the	
		world's	seas of a	regions of	Northern/	use of the	hemisphere,	
		seven	contrasting	the world,	Southern	eight points of	the Tropics of	
		continents	non-	employing	Hemisphere,	a compass,	Cancer	
		and five	European	the use of	Tropic of	maps, symbols	and Capricorn,	
		oceans on a	locality, and	the eight	Cancer/	and keys.	Arctic and	
		globe or	use this to	points of a	Capricorn,		Antarctic Circle,	
		atlas,	describe	compass,	latitude and		the Greenwich	
		including	aspects of	maps,	longitude,		Meridian and	
		understandi	this locality,	symbols and	Antarctic/		time zones,	
		ng the of the	including	keys.	Arctic Circle		relating these	
		terms 'poles'	use of		and different		to their climate,	
		and	simple		climate zones.		biomes, seasons	
		'equator'.	locational/di rectional		Locate the countries of		and vegetation,	
		Recognise and know	language,		Europe using		using the eight points of a	
		basic	the four		maps, and		compass, maps,	
		features of	main		their		symbols and keys.	
		the different	compass		environmental		Locate countries	
		continents.	directions		regions, key		of North and	
			and the		physical and		South America,	
			terms 'poles'		human		their	
			and		characteristics		environmental	
			'equator'.		(rivers,		regions, key	
					mountains,		physical and	
					capitals,		human characteri	stic
					landmarks)		(e.g. coasts, seas,	
					and major		rivers,	
					cities.		mountains,	
					Locate key		capitals,	
					Earthquake		manmade landma	rks
					zones of the		lakes and major	
					world,		cities).	
					including an			
					Earthquake			
					location study.			

Compariso	Make simple		Study,		Study,	Study,	Make simple
ns	comparisons		understand,		understand,	understand,	comparisons
	between their		write about,		write about,	write about,	between their
	locality and		express		draw and	draw and	locality and
	other relevant		opinions		label key	label key	other relevant pla
	places in the		about, draw		human and	similarities	in
	world (e.g.		and label		physical	and	the world
	where their		key human		similarities	differences	(e.g. where
	parents/famili		and physical		and	between the	their parents/fam
	es come		similarities		differences	River Thames	come from).
	from).		and		between the	and the River	,
	Make simple		differences		UK and	Nile, and their	Make simple
	comparisons		of a small		North/South	corresponding	comparisons
	between		area of the		America,	regions.	Between
	familiar		UK, and of a		including	_	familiar
	environments		small area in		climate,		environments
	(e.g. home,		a contrasting		environmental		(e.g. home,
	school, farm).		non-		regions, key		school, farm).
			European		physical and		
			country,		human		
			including the		characteristics		
			weather,		(e.g. coasts,		
			lifestyles,		seas, rivers,		
			human and		mountains,		
			physical		capitals and		
			geography.		other major		
					cities,		
					landmarks,		
					lakes.		
Yearly Prog	ression of NC Know	vledge, Skills an	nd Understandir	ng - SUBSTANTI	population).		
Yearly Prog				-	population). VE KNOWLEDGE	× -	
	Year R	Year 1	Year 2	ng - SUBSTANTI Year 3	population).	Year 5	Year 6
		Year 1	Year 2	-	population). VE KNOWLEDGE	Year 5	Year 6 Understand how
Physical Geo	Year R ography - (<i>Declara</i>	Year 1 tive Knowledge	Year 2	-	population). VE KNOWLEDGE Year 4	Year 5	
hysical Geo Veather nd	Year R ography - (<i>Declara</i> Name the four	Year 1 Itive Knowledge	Year 2 :) Identify and	-	population). VE KNOWLEDGE Year 4 Understand	Year 5	Understand how
hysical Geo Veather nd	Year R ography - (<i>Declara</i> Name the four seasons and	Year 1 Itive Knowledge Identify and describe	Year 2) Identify and describe	-	population). VE KNOWLEDGE Year 4 Understand the different	Year 5	Understand how climate and vegetation are
hysical Geo Veather nd	Year R ography - (<i>Declara</i> Name the four seasons and begin to	Year 1 Itive Knowledge Identify and describe weather	Year 2 J Identify and describe weather	-	population). VE KNOWLEDGE Year 4 Understand the different climate zones	Year 5	Understand how climate and vegetation are
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hysical Geo Veather nd	Year R ography - (Declara Name the four seasons and begin to describe associated	Year 1 Identify and describe weather associated with the four	Year 2 Identify and describe weather associated with the four	-	population). VE KNOWLEDGE Year 4 Understand the different climate zones of the world (tropical, temperate,	Year 5	Understand how climate and vegetation are connected in bior (e.g. the tropical rainforest and
hysical Geo Veather nd	Year R ography - (Declara Name the four seasons and begin to describe associated weather.	Year 1 Identify and describe weather associated with the four	Year 2 Identify and describe weather associated with the four seasons,	-	population). VE KNOWLEDGE Year 4 Understand the different climate zones of the world (tropical, temperate, polar),	Year 5	Understand how climate and vegetation are connected in bior (e.g. the tropical rainforest and the desert). Describe
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hysical Geo Veather nd	Year R ography - (Declara Name the four seasons and begin to describe associated weather. Record	Year 1 Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is	Year 2 Identify and describe weather associated with the four seasons, including understandi ng a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the	-	population). VE KNOWLEDGE Year 4 Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its	Year 5	Understand how climate and vegetation are connected in bior (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapt to them. Explain some ways biomes (including the oce are valuable, why they are under th
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Physical Geo Weather and	Year R ography - (Declara Name the four seasons and begin to describe associated weather. Record	Year 1 Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is	Year 2 Identify and describe weather associated with the four seasons, including understandi ng a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make	-	population). VE KNOWLEDGE Year 4 Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required.	Year 5	Understand how climate and vegetation are connected in bior (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapt to them. Explain some ways biomes (including the oce are valuable, why they are under th and how they can protected. Understand and compare the clim
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					different		North and South	
					climatic		America with	
					regions of UK		the UK.	
					and Europe.			
Other	Begin to use	Begin to use	Use basic	Describe and	Identify,	Describe and		Γ
Physical	basic	basic	geographical	understand	describe and	explain the		
Features	geographical	geographical	vocabulary	key aspects	understand	water cycle.		
and	vocabulary to	vocabulary	to refer to	of volcano	key physical	Describe and		
Processes	refer to key	to refer to	key physical	formation,	features of	explain river		
	physical	key physical	features of	the process	the continent	formation and		
	features of the local area	features of the local	the local	of volcanic eruptions,	of Europe,	key features of river		
	and the UK,	area and the	area, the UK and a	the different	including the UK (e.g.	systems.		
	such as:	UK,	contrasting	types of	coasts, rivers,	Identify and		
	beach, cliff,	including:	non-	volcano and	mountainous	describe		
	coast, forest,	beach, cliff,	European	their	regions,	coastal and		
	hill, mountain,	coast, forest,	locality,	physical	planes, semi-	mountain		
	sea, ocean,	hill,	including:	effects on	desert etc).	features of		
	river, soil,	mountain,	beach, cliff,	the	Describe and	the UK.		
	valley,	sea, ocean,	coast, forest,	environment	understand			
	vegetation,	river, soil,	hill,		the causes,			
	season and	valley,	mountain,	Describe and	processes and			
	weather.	vegetation,	sea, ocean,	understand	effects of			
		season and	river, soil,	key aspects	Earthquakes			
		weather.	valley,	of mountain formation.	and Tsunamis, the different			
			vegetation, season and	formation.	types of			
			weather.		Earthquakes			
			weather.		and their			
					physical			
					effects on the			
					environment,			
					including a			
					,			
					including a			
					including a focus study on particular Earthquake			
					including a focus study on particular Earthquake and/or			
Yearly Progr	ession of NC Know	wledge Skills an	nd Understandi	19 - SUBSTANTI	including a focus study on particular Earthquake and/or Tsunami.			
Yearly Progre	ession of NC Knov Year R	wledge, Skills ar Year 1	nd Understandir Year 2	ng - SUBSTANTIN Year 3	including a focus study on particular Earthquake and/or Tsunami.	Year 5	Year 6	
		Year 1	1	-	including a focus study on particular Earthquake and/or Tsunami. /E KNOWLEDGE	Year 5	Year 6	
	Year R	Year 1	1	-	including a focus study on particular Earthquake and/or Tsunami. /E KNOWLEDGE	Year 5 Describe and	Year 6 Describe and	
Human Geog	Year R graphy - <i>Declarati</i>	Year 1 ive Knowledge)	Year 2	Year 3	including a focus study on particular Earthquake and/or Tsunami. /E KNOWLEDGE Year 4	Describe and explain how	Describe and explain changing	
Human Geog Settlement	Year R graphy - <i>Declarati</i> Begin to use basic geographical	Year 1 ive Knowledge) Begin to use basic geographical	Year 2 Use basic geographical vocabulary	Year 3 Describe, understand and	including a focus study on particular Earthquake and/or Tsunami. /E KNOWLEDGE Year 4 Understand the effect of climate on	Describe and explain how some UK	Describe and explain changing land use in North	
Human Geog Settlement s and Land	Year R graphy - <i>Declarati</i> Begin to use basic geographical vocabulary to	Year 1 ive Knowledge) Begin to use basic geographical vocabulary	Year 2 Use basic geographical vocabulary to refer to	Year 3 Describe, understand and distinguish	including a focus study on particular Earthquake and/or Tsunami. /E KNOWLEDGE Year 4 Understand the effect of climate on land use and	Describe and explain how some UK settlements	Describe and explain changing land use in North and South	
Human Geog Settlement s and Land	Year R graphy - Declarati Begin to use basic geographical vocabulary to refer to key	Year 1 ive Knowledge) Begin to use basic geographical vocabulary to refer to	Year 2 Use basic geographical vocabulary to refer to key human	Year 3 Describe, understand and distinguish between key	including a focus study on particular Earthquake and/or Tsunami. /E KNOWLEDGE Year 4 Understand the effect of climate on land use and settlements in	Describe and explain how some UK settlements have	Describe and explain changing land use in North and South America, includin	
Human Geog Settlement s and Land	Year R graphy - Declarati Begin to use basic geographical vocabulary to refer to key human	Year 1 ive Knowledge) Begin to use basic geographical vocabulary to refer to key human	Year 2 Use basic geographical vocabulary to refer to key human features of	Year 3 Describe, understand and distinguish between key types of	including a focus study on particular Earthquake and/or Tsunami. /E KNOWLEDGE Year 4 Understand the effect of climate on land use and settlements in different areas	Describe and explain how some UK settlements have developed	Describe and explain changing land use in North and South America, includin the Amazon	
Human Geog Settlement s and Land	Year R Begin to use basic geographical vocabulary to refer to key human features of	Year 1 ive Knowledge) Begin to use basic geographical vocabulary to refer to key human features of	Year 2 Use basic geographical vocabulary to refer to key human features of the local	Year 3 Describe, understand and distinguish between key types of settlement	including a focus study on particular Earthquake and/or Tsunami. /E KNOWLEDGE Year 4 Understand the effect of climate on land use and settlements in different areas of the world,	Describe and explain how some UK settlements have developed and changed	Describe and explain changing land use in North and South America, includin the Amazon rainforest.	g
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Human Geog Settlement s and Land	Year R Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road,	Year 1 <i>ive Knowledge)</i> Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village,	Year 2 Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non- European locality,	Year 3 Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban,	including a focus study on particular Earthquake and/or Tsunami. VE KNOWLEDGE Year 4 Understand the effect of climate on land use and settlements in different areas of the world, including different European countries. Identify some European	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more	Describe and explain changing land use in North and South America, includin the Amazon rainforest. Understand what is like in cities, villages and other settlements of	g : life
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Economics,	Recognise the			and land use. Understand land use of the local area.		Use physical	Understand how	
Trade and Resources	shops and enterprises in the locality, including being aware of their branding/nam es.					and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. Understand fairtrade. Understand global supply chains. Understand highest value exports.	food production is influenced by climate and biomes.	
Yearly Progr	ession of NC Knov		1	-		Veer F	Yeer C	
Geography S	Year R Skills, Fieldwork -	Year 1 Procedural know	Year 2 wledge	Year 3	Year 4	Year 5	Year 6	
World Maps	Locate chosen country/count ries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.	Draw and locate the locations of continents and oceans on globes and world maps or atlases.	Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate, volcanoes and earthquakes (in relation to tectonic plates), different settlements of the world and deserts.	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physic al features, climate zones of Europe and the wider world, and major Earthquake zones	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports.	Use physical and political maps, atlases, globes, Google Maps/Eart to locate and describe studied human/physical features of North/South America, including countries, land us settlements, mountains, coasts seas, lakes, rivers, climate & temp.	ь Q,
UK Maps	Locate London on simple maps.	Draw and locate the four countries of the UK and their capital	Draw and locate the four countries of the UK, their capital cities,	Use the eight points of a compass, four figure grid	Use the eight points of a compass, four figure grid references, paper maps,	Use the eight points of a compass, six figure grid references, maps, Google	Use the eight points of a compass, six figure grid references, maps, symbols and keys	

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simple plans	and	observation	compass	findings on	
and routes	observation	al skills to	points.	how a local	
around their	al skills to	study the	Map a simple	woodland is	
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school, and	geography	physical	local area		
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Make simple	classroom	of the	points.		
models of the	and local	school, its			
locality.	area (e.g.	grounds and	Use fieldwork		
Take photos	note taking,	the local	to observe,		
of buildings	videoing,	area,	measure,		
and places in	taking	including the	record data,		
school and	photos, data	North Bay	compare and		
locality (e.g.	collection,	and South	present the		
build a scene).	sketches,	Вау	human and		
	observations	suggesting	physical		
	, and	reasons for	features in the		
	labelled	the causes	local area and		
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	fieldwork to				
	observe,				
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	present the				
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	features in				
	the local				
	area using a				
	range of				
	methods,				
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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			DISCPLINARY KNOW	LEDGE - 'knowing how we	know'		
Asking and Answering Questions	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.			Ask and respond to geographical questions using evidence to support answers.		ohical questions, suggesting
Collecting and Interpreting	Draw things they see around them.	Observe and collect informatie photos and aerial images, diag simple maps and charts.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.		Observe and collect inform fieldwork, photos and aeria atlases, map, GIS and a ran charts and graphs, choosin record evidence as needed this.	l images, diagrams, globes, ge of age-appropriate g an appropriate method to
		observing and collecting data and information.		Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.		Understand that geography by observing and collecting Understand that knowledg revised as we collect new d	data and information. e about the world can be
Analysing and Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geo constructing simple maps, lab appropriate graphs and throu geographical vocabulary.	elled diagrams, age-	(an be revised as we collect new data and information. Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age- appropriate graphs and through writing at length, using appropriate geographical vocabulary.		Analyse, communicate and information by constructin diagrams, age-appropriate length, using appropriate g Choose an appropriate mel information and give reaso	maps with keys, labelled and through writing at eographical vocabulary. hod to communicate
Evaluating and Debating	Describe their immediate environment and express their views about it, with support.	Express their own views about environments studied.	the people, places and	Express their own views about environments studied, giving views with others.		Express their own views ab environments studied, givir views with others and unde geographical knowledge is and discussion.	ng reasons. Compare their erstand that some
	support.			Reach geographical conclusio the impact of geographical pr effects on the world, from giv	rocesses and human	Reach geographical conclus critically evaluate and deba geographical processes and world, from given evidence	te the impact of human effects on the

Lesson Sequence

Year 1		
What is it like to live here?	What is the weather like in the UK?	What is it like exploring a forest?
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L1 - To locate the school on an aerial	L1- To investigate daily weather	L1 – To identify geographical features
photograph.	patterns.	on a map?
L2 - To follow a map of my local area.	L2 – To identify seasonal changes in the UK.	L2 – To identify physical and human
L3 – To recognise landmarks on a map of Scarborough.	L3 To identify the four compass	features of Dalby forest. L3 – To compare Scarborough and Dalby
L4 – To know feature of my address.	directions.	forest.
L5 - To locate the four countries of the	L4- To locate hot and cold areas of the	L4 – To create a forest map including
UK.	world in relation to the Equator.	physical and human features.
L6 – To explore different types of maps.	L5- To investigate the weather patterns	L5 – To understand what impact
	in Kenya.	humans have on forests.
	L6- To investigate the weather patterns	L6 – Field Study – exploring Dalby forest.
	in Antarctica.	
map	observe	woodland habitat
symbol	daily weather seasonal weather	wildlife
country address	forecast	evergreen
town	symbol	deciduous
postcode	pictogram	undergrowth
Local walk to identify landmarks, using a	P.0008.000	Visit to a Dalby Forest.
map of the local area.		,
Year 2		
Year 2 What is it like to live in London?	Would you prefer to live in a hot or a	What is it like to live by the coast?
	Would you prefer to live in a hot or a cold place?	What is it like to live by the coast?
		What is it like to live by the coast?
		What is it like to live by the coast?
		What is it like to live by the coast?
		What is it like to live by the coast?
What is it like to live in London?	cold place?	
What is it like to live in London?	cold place? L1 – To name and locate the seven	L1 – To identify the seven continents
What is it like to live in London? Image: Constraint of the state of t	cold place?	L1 – To identify the seven continents and five oceans on a map of the world.
What is it like to live in London? Image: Comparison of the state of t	cold place? L1 – To name and locate the seven continents. L2 – To locate North and South poles.	L1 – To identify the seven continents and five oceans on a map of the world. L2 – To identify similarities and
What is it like to live in London? Image: Comparison of the state of t	cold place? L1 – To name and locate the seven continents. L2 – To locate North and South poles. L3 – To locate the Equator on a map of	L1 – To identify the seven continents and five oceans on a map of the world. L2 – To identify similarities and difference between beaches in the UK.
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What is it like to live in London? Image: Comparison of the state of t	cold place? L1 – To name and locate the seven continents. L2 – To locate North and South poles. L3 – To locate the Equator on a map of	L1 – To identify the seven continents and five oceans on a map of the world. L2 – To identify similarities and difference between beaches in the UK.
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 What is it like to live in London? What is it like to live in London? What is it like to live in London? L1 – To locate London on a map of the UK. L2 – To identify landmarks in London. L3 – To use compass points and directional language. L4 – To identify geographical features of London. L5 – To explore seasonal weather patterns in London. L6 - To plan a trip to London. (including weather, what to wear and attractions/ landmarks we will see) 	cold place? L1 – To name and locate the seven continents. L2 – To locate North and South poles. L3 – To locate the Equator on a map of the world. L4 – To compare the UK to Kenya. L5 – To investigate local weather conditions. L6 – To identify key features of hot and cold places.	L1 – To identify the seven continents and five oceans on a map of the world. L2 – To identify similarities and difference between beaches in the UK. L3 – To identify geographical feature of Scarborough. L4 – To explore different sea defences. L5 – Field Study – exploring what Scarborough coast. L6 – To compare a coastal town in Europe with Scarborough.
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transport	sea defences
	Field trip to North and South Bay

Year 3		
Are all settlements the same?	What are volcanoes and earthquakes?	Would you like to live in the desert?
L1 – To know and explain the needs of early settlers. L2- To identify and use map symbols. L3- To use grid reference to investigate settlements. L-4 identify physical and human features in Scarborough. L5 - To identify the physical and human features of a South American country. L6- To plan a settlement, including physical and human features. migration territory Hamlet Village Town	L1 – To name and describe the layers of the Earth. L2 - To explain how volcanoes are formed. L3 - To recognise the negative and positive effects of living near a volcano. L4 - To explain what earthquakes are and where they occur. L5 – To explore the different types of earthquake. L6 – To locate volcanoes and earthquakes on a map. inner core outer core mantle crust tectonic plates	L1 – To locate the five largest deserts on a map. L2 – To investigate weather and climate in deserts. L3 – To name geographical features of deserts. L4 – To identify the natural resources that are found in deserts. L5 – To explain the challenges of living in the desert. L6 - To describe some of the threats facing deserts. desert climate equator dunes biome
City Ordnance Survey Map physical geography human geography	dormant active earthquake	natural resources nomad Sahar Desert
Year 4		I
What is Antarctica like?	What is life like in the Alps?	What are rivers and how are they used?
L1 - To understand the position and significance of lines of latitude. L2 - To describe the location and physical features of Antarctica. L3 - To describe the human features of Antarctica. L4 - To use four-figure grid references to plot Shackleton's route to Antarctica. L5 - To plan a simple route on a map using compass points. L6 - To follow instructions involving compass points and map a simple route.	 L1 - To locate the Alps on a map. L2 - To understand the physical features of the Apls L3 - To understand the human features of the Alps L4 - To locate the key physical and human features of the Alps. L5 - To compare and give reasons between the local area and an alpine area. 	 L1 - To describe how the water cycle works. L2 - To recognise the features and courses of a river. L3 - To name and locate some of the world's longest rivers. L4 - To describe how rivers are used. L5 - Field Study - explore a local river. To identify and locate human and physical features on a map. L6 - To collect data on the features of a local river.
latitude route grid reference longitude	Alpine region mountaineers peaks summit	banks current delta erosion

climate zones	face	mouth
physical feature	slope	source
global warming	ridge	river bed
climate change	base	tributary
		waterfall
Follow simple maps in our local area		Field trip to Danby Moor visitors centre,
using compass points.		to study and collect river data.
Year 5		
Why are the Americas amazing?	Why is the rainforest important to us?	Where does our food come from?
L1 - To be able to identify North and	L1 - To describe and give examples of a	L1 - To explain the impact of food
South American	biome and find the location and some	choices on the environment.
countries and locate them on	features of the Amazon rainforest.	L2 - To understand the importance of
a map.	L2 - To describe the characteristics of	trading responsibly.
L2 – To use geographical terminology to	each layer of a tropical rainforest.	L3 - To describe the journey of a cocoa
describe the location and characteristics	L3 - To understand the lives of	bean.
of a range of places across the Americas.	indigenous peoples living in the Amazon	L4 - To map and calculate the distance
L3 – To describe the climates and	rainforest.	food has travelled.
biomes of different regions across the	L4 - To describe why tropical rainforests	L5 - To design and use data collection
Americas.	are important and understand the	methods to find where our food comes
L4 - To identify physical and human	threats to the Amazon.	from.
geographical features of York.	L5 - To understand how local woodland	L6 - To discuss the advantages and
L5 - To identify similarities and differences in the human and physical	is used using a variety of data collection methods.	disadvantages of buying both locally and imported food.
geography of York and New York.	L6 - To analyse and present findings on	imported food.
L6 -Locate and name the American	how local woodland is used. (Raincliffe	
wonders of the World.	Woods)	
equator	tropical	climate zone
climate	biodiversity	export
Northern Hemisphere	ecosystem	distribution
Southern Hemisphere	deforestation	temperature
Statue of Liberty	canopy	farmers
Empire State Building	emergent	crops
Grand Canyon	understory	livestock
Golden Gate Bridge	forest floor	latitude
Niagara Falls	precipitation	longitude
Voor 6		fairtrade
Year 6 What is life like in Africa?	Why does the Ocean matter?	Where does energy come from?
		where does energy come nonne
	ALL	
L1 - To be able to identify African	L1 - To explain the importance of our	L1 - To know why energy sources are
countries and locate them on	oceans.	important.
a map.	L2 - To locate and describe the	L2 - To understand the benefits and
L2 - To find out about western Africa	significance of the Great Barrier Reef.	drawbacks of different energy sources.
and the country of	L3 - To explain the impact humans have	L3 - To understand how energy is
Nigeria.	on coral reefs and oceans.	generated in the United States.

 L3 - To explore northern Africa and Morocco. L4 - To explore central Africa and the Central African Republic. L5 - To explore eastern Africa and Tanzania. L6 - To explore southern Africa and South Africa. 	L4 - To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. L5 - To collect data on the types of litter polluting a marine environment. L6 - To present, analyse and evaluate data collected.	 L4 - To know how energy sources are distributed in an area. L5 - To explain reasons for choosing an energy source. L6 - To collect and present data on where to position a solar panel on the school grounds.
grassland savannah Nelson Mandela Mount Kilimanjaro Serengeti Plain Nigeria Delta Desertification Masai	Great Barrier Reef ecosystem economy climate regulation indigenous pollution carbon dioxide biodiversity	Fossil fuels hydro power wind power solar power geothermal biomass nuclear power generate
Apartheid		turbines