St Cuthbert's
ROMAN CATHOLIC ACADEMY TRUST

St Peter's VC Academy

Geography Curriculum

ST PETER'S
VC ACADEMY

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	At the end of KS1 at St Peter's	At the end of KS2 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.	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.	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.

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.

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.

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 strengthens their memories.

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.

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.

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

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.

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

Progression through the National Curriculum Programmes of Study and EYFS Framework						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understanding the World- Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and when appropriate- maps.	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
	Locational knowledge • Name and locate the world's seven continents and five oceans • Name., locate and identify characteristics of the four countries and capital cities of the United Kingdon and its surrounding seas		**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
	Place knowledge • 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		**Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
	Human and physical geography • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world		**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			

	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	• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	Geographical skills and fieldwork • use 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

Yearly Progression of NC Knowledge, Skills and Understanding – SUBSTANTIVE KNOWLEDGE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge - *(Declarative Knowledge)*							
The Local area	Know the name of my school. Know the town/city where I live. Know basic relative positional language.	Understand 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)	Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.	Name, 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.		Name, locate & 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 England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities.	Name and locate the countries in the UK and their capital cities. Name the surrounding seas of the UK	Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.	Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys.	Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys.	Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys	
The World	Understand the terms 'land' and 'sea'.	Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'. Recognise and know basic features of the different continents.	Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'.	Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.	Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. Locate key Earthquake zones of the world, including an Earthquake location study.	Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.	Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys. Locate countries of North and South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).

Comparisons	Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). Make simple comparisons between familiar environments (e.g. home, school, farm).		Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes. population).	Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions.	Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). Make simple comparisons Between familiar environments (e.g. home, school, farm).
Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE							
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Physical Geography - (*Declarative Knowledge)*							
Weather and Climate	Name the four seasons and begin to describe associated weather. Record weather daily.	Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is hot.	Identify and describe weather associated with the four seasons, including understanding 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 comparisons with		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. Identify and study the		Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans are valuable, why they are under threat and how they can be protected. Understand and compare the climate of

					different climatic regions of UK and Europe.		North and South America with the UK.
Other Physical Features and Processes	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. Describe and understand key aspects of mountain formation.	Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Tsunami.	Describe and explain the water cycle. Describe and explain river formation and key features of river systems. Identify and describe coastal and mountain features of the UK.	
Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE							
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Human Geography - *Declarative Knowledge)*							
Settlements and Land Use	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, street, shops, etc.	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. Compare the town and countryside.	Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) To describe and understand the effect of volcanoes on settlements	Understand the effect of climate on land use and settlements in different areas of the world, including different European countries. Identify some European cities and settlements.	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	Describe and explain changing land use in North and South America, including the Amazon rainforest. Understand what life is like in cities, villages and other settlements of North and South America.

				and land use. Understand land use of the local area.				
Economics, Trade and Resources	Recognise the shops and enterprises in the locality, including being aware of their branding/names.					Use physical 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.	Understand how food production is influenced by climate and biomes.	
Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE								
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	
Geography Skills, Fieldwork - *Procedural knowledge*								
World Maps	Locate chosen country/countries 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/physical 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/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp.	
UK Maps	Locate London on simple maps.	Draw and locate the four countries of the UK and their capital cities a on a UK map or atlas.	Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical	

			seas on a UK map or atlas, using the four main compass directions.	Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlements, and extinct UK volcanoes.	use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.	locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.	features of a region of the UK when comparing with regions of North and South America.
Local/Regional Maps and Other Secondary Data Sources	Begin to use simple location/ directional language (e.g. near, far, up, down, left, right, forward and backwards) to describe the location of features on a local map and to move around the school.	Begin to use simple locational/ directional language e.g. near, far, up, down, left, right, forward and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple plans with support. Use aerial images to recognise basic human and physical features.	Use simple locational/ directional language, including the four main compass directions (North, South, East and West) to describe the location of features on a local map and follow/create a route in the local area. Construct simple maps. Use aerial images to recognise basic human and physical features.	Use 8 points of a compass, 4-figure grid reference, maps, symbols and keys (including the use of OS maps) to describe local geographical features and l: compare different types of maps. Construct detailed plans, including a key. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use 8 points of a compass, 4-figure grid reference, maps, symbols and keys (including the use of OS maps) and Google Maps/Earth to describe geographical features of a UK and European location. Follow/ create a route in the local area using symbols and a key.		
Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE							
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geography Skills and Fieldwork - *Procedural knowledge*							
Local Fieldwork	Begin to use observational	Begin to use simple	Use simple fieldwork		Follow instructions	Use fieldwork to analyse and	

	skills to draw simple plans and routes around their classroom, school, and local area. Make simple models of the locality. Take photos of buildings and places in school and locality (e.g. build a scene).	fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies. , shops and buildings).	and observational skills to study the human and physical geography of the school, its grounds and the local area, including the North Bay and South Bay suggesting reasons for the causes of similarities and differences.		involving compass points. Map a simple route in the local area using compass points. Use fieldwork to observe, measure, record data, compare and present the human and physical features in the local area and a local river.	present findings on how a local woodland is used	

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DISCPLINARY KNOWLEDGE - '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.		Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting and Interpreting	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.		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. 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.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	
Analysing and Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.		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 explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	
Evaluating and Debating	Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	

Lesson Sequence

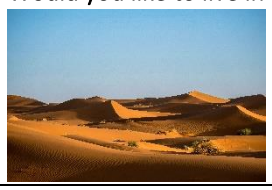
Year 1

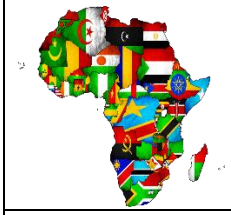
What is it like to live here?	What is the weather like in the UK?	What is it like exploring a forest?
		
L1 - To locate the school on an aerial photograph. L2 - To follow a map of my local area. L3 – To recognise landmarks on a map of Scarborough. L4 – To know feature of my address. L5 – To locate the four countries of the UK. L6 – To explore different types of maps.	L1- To investigate daily weather patterns. L2 – To identify seasonal changes in the UK. L3 To identify the four compass directions. L4- To locate hot and cold areas of the world in relation to the Equator. L5- To investigate the weather patterns in Kenya. L6- To investigate the weather patterns in Antarctica.	L1 – To identify geographical features on a map? L2 – To identify physical and human features of Dalby forest. L3 – To compare Scarborough and Dalby forest. L4 – To create a forest map including physical and human features. L5 – To understand what impact humans have on forests. L6 – Field Study – exploring Dalby forest.
map symbol country address town postcode	observe daily weather seasonal weather forecast symbol pictogram	woodland habitat wildlife evergreen deciduous undergrowth
Local walk to identify landmarks, using a map of the local area.		Visit to a Dalby Forest.

Year 2

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?
		
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)	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.
city country coast river south landmark	continent North South Equator climate temperature	coastline compass points cliff bay beach headland

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.	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.	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.
migration territory Hamlet Village Town City **Ordnance Survey Map** **physical geography** **human geography**	inner core outer core mantle crust tectonic plates dormant active earthquake	desert climate equator dunes biome natural resources nomad Sahar Desert
Year 4		
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 physical feature global warming climate change	face slope ridge base	mouth source river bed tributary waterfall
Follow simple maps in our local area using compass points.		Field trip to Danby Moor visitors centre, 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 South American countries and locate them on a map. L2 – To use geographical terminology to describe the location and characteristics of a range of places across the Americas. L3 – To describe the climates and biomes of different regions across the Americas. L4 - To identify physical and human geographical features of York. L5 - To identify similarities and differences in the human and physical geography of York and New York. L6 -Locate and name the American wonders of the World.	L1 - To describe and give examples of a biome and find the location and some features of the Amazon rainforest. L2 - To describe the characteristics of each layer of a tropical rainforest. L3 - To understand the lives of indigenous peoples living in the Amazon rainforest. L4 - To describe why tropical rainforests are important and understand the threats to the Amazon. L5 - To understand how local woodland is used using a variety of data collection methods. L6 - To analyse and present findings on how local woodland is used. (Raincliffe Woods)	L1 - To explain the impact of food choices on the environment. L2 - To understand the importance of trading responsibly. L3 - To describe the journey of a cocoa bean. L4 - To map and calculate the distance food has travelled. L5 - To design and use data collection methods to find where our food comes from. L6 - To discuss the advantages and disadvantages of buying both locally and imported food.
equator climate Northern Hemisphere Southern Hemisphere Statue of Liberty Empire State Building Grand Canyon Golden Gate Bridge Niagara Falls	tropical biodiversity ecosystem deforestation canopy emergent understory forest floor precipitation	climate zone export distribution temperature farmers crops livestock latitude longitude fairtrade
Year 6		
What is life like in Africa? 	**Why does the Ocean matter?** 	**Where does energy come from?** 
L1 - To be able to identify African countries and locate them on a map. L2 - To find out about western Africa and the country of Nigeria.	L1 - To explain the importance of our oceans. L2 - To locate and describe the significance of the Great Barrier Reef. L3 - To explain the impact humans have on coral reefs and oceans.	L1 - To know why energy sources are important. L2 - To understand the benefits and drawbacks of different energy sources. L3 - To understand how energy is 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 Apartheid	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 turbines