St John the Baptist RC Primary School – Geography Curriculum

Principles:

Geography at St John's provides all children, regardless of their background, with:

- Relevant and coherent substantive knowledge of the world that is built gradually from EYFS to Year 6 and beyond through the lens of geographical vertical concepts:

  • Location and place

  The location of the world's continents, countries and places, and the key physical and human characteristics of each

  • Geographical scale

  Considering the local, national and global scale and understanding how causes and effects occur at all scales

  • Interconnections

  How are the human and physical worlds connected? How are different locations connected at different scales?

- A balanced view of the countries of the world, to address misconceptions and negative stereotypes

- Grounding in core disciplinary knowledge, and the ability to approach challenging, geographically-valid questions. Geographical enquiry skills have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is first taught in mathematics or science, such as interpreting line graphs or setting hypotheses.

- Opportunities to undertake fieldwork, outside the classroom and virtually. Fieldwork is purposeful, and either gives pupils the opportunity to explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.

St John's RC Primary Dartmouth - Geography Enquiry Overview

CLASS 1	Autumn Term	Spring Term	Summer Term
Year A (Year beginning Sept 2022, 2024, 2026)	Where in the world are hot and cold places? (Simples)	Let's explore London!	What is the Geography of where I live?
Year B (Year beginning Sept 2023, 2025, 2027)	What is our country like?	How are the Gruffalo's woods different or the same to our local woods and the Rainforest?	How is the Island of Coll linked to our local area?

CLASS 2	Autumn Term	Spring Term	Summer Term
Year A (Year beginning Sept 2022, 2024, 2026)	Why don't Penguins need to fly? KS1 enquiry	How and why is my local area changing? LKS2 enquiry	Why does it matter where my food comes from? KS1 enquiry
Year B (Year beginning Sept 2023, 2025, 2027)	How does the geography of Kampong Ayer compare with the geography of where I live? KS1 enquiry	Why do some Earthquakes cause more damage than others? LKS2 enquiry	Why do we love being beside the seaside? KS1 enquiry

CLASS 3	Autumn Term	Spring Term	Summer Term
Year A (Year beginning 2024, 2027)	Why do so many people in the world live in megacities? LKS2 enquiry	How do volcanoes affect the lives of people on Hiemaey? KS2 enquiry	Why is fair trade fair? KS2 enquiry
Year B (Year beginning Sept 2022, 2025)	How can we live more sustainably? LKS2 enquiry	How is India saving the Tiger? KS2 enquiry	Why do our seas and oceans matter so much? KS2 enquiry
Year C (Year beginning Sept 2023, 2026)	Who are Britain's National Parks for? KS2 enquiry	What is a river? KS2 enquiry	Why are jungles so wet and deserts so dry? LKS2 enquiry

Geography Curriculum Progression and Coverage

		KS1		KS2			
	Reception	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Locational Knowledge	Observe and name features in the local environment Observe using senses Use propositional vocabulary (e.g. bigger, smaller; nearer, further) Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps Class 1 YrA Aut, Sum Class 1 YrB Aut, Spr Sum	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Class 1 YrA Sum Class 1 YrB Spr Sum Class 2 YrA Spr Class 2 YrB Aut Sum	Name and locate the world's seven continents and five oceans. Class 1 YrA Aut, Class 1 YrB Aut Spr Class 2 YrA Aut Spr Sum Class 2 YrB Aut Sum	Locate and name the continents on a World Map. Class 2 YrA Sum Class 2 YrB Aut Sum Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Class 2 YrA Sum Class 2 YrB Spr Class 3 YrA Aut Sum Class 3 YrC Spr Locate and name the countries making up the British Isles, with their capital cities. Class 2 YrB Aut Sum Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Class 2 YrA Sum Class 2 YrB Spr	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Class 3 YrA Aut Class 3 YrB Spr Class 3 YrC Sum Locate and name the main counties and cities in/around devon. Class 3 YrA Aut Class 3 YrC Aut Spr	Locate the main countries in Europe and North or South America. Locate and name principal cities. Class 3 YrA Aut Spr Sum Class 3 YrB Aut Class 3 YrC Sum Compare 2 different regions in UK rural/urban. Class 3 YrA Aut Locate and name the main counties and cities in England. Class 3 YrA Aut Class 3 YrC Spr Linking with History, compare land use maps of UK from past with the present, focusing on land use. Class 3 YrC Aut Spr Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Class 3 YrA Aut Spr Class 3 YrB Aut Spr Class 3 YrC Aut Sum	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Class 3 YrA Sum Class 3 YrB Spr Class 3 YrC Aut Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Class 3 YrA Aut Spr Sum Class 3 YrB Spr Class 3 YrC Aut Spr Sum

Place Knowledge	Identify similarities and differences between my local area and a new place Class 1 Yr A Aut, Class 1 YrB Spr Sum	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Class 1 Yr A Aut, Class 1 YrB Spr Sum Class 2 YrA Spr	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides Class 2 YrA Aut Spr Class 2 YrB Aut	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks. Class 2 YrB Aut	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. Class 3 YrA Aut Spr Class 3 YrB Aut	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade Class 3 YrA Aut Class 3 YrB Aut Class 3 YrC Sum	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade Understand some of the reasons for similarities and differences. Class 3 YrA Aut Class 3 YrB Aut Class 3 YrC Sum
Human &Physical Geography	Relate familiar features on a map to everyday life Give and interpret their own or basic symbols and key Class 1 YrA Aut, Sum Class 1 YrB Aut Spr Sum	Identify seasonal and daily weather patterns in the United Kingdom. Class 2 YrB Aut Sum Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Class 2 YrA Aut Spr Class 2 YrB Aut Sum Use basic geographical vocabulary to refer to: □ key physical features, including:, forest, hill, mountain, soil, valley, vegetation,. □ key human features, including: city, town, village, factory, farm, house, office. Class 1 YrA Aut, Sum Class 1 YrB Aut Spr Sum	Use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Class 2 YrA Sum Class 2 YrB Aut Sum	Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes. Class 2 YrA Sum Class 2 YrB Spr Human geography Types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Class 3 YrA Aut Sum Class 3 YrB Aut Spr Sum Class 2 Yr A Sum Class 2 YrB Spr Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Class 2 YrA Sum Class 2 Yr B Sum	Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes. Class 3 YrA Aut Spr Class 3 YrB Aut Class 3 YrC Aut Sum Human Geography - Types of settlements in modern Britain: villages, towns, cities. Class 3 YrA Aut Class 3 YrB Aut Class 3 YrC Aut	Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Class 3 YrA Aut Spr Class 3 YrB Aut Spr Sum Class 3 YrC Aut Sum Human geography including trade between UK and Europe and ROW Class 3 YrA Spr Class 3 YrC Aut Fair/unfair distribution of resources (Fairtrade). Class 3 YrA Sum	Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Class 3 YrA Spr Distribution of natural resources focussing on energy 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 Class 3 YrA Spr Sum Class 3 YrB Aut Spr Sum Class 3 YrC Aut Sum

Geographical Skills & Field work	Know that drawings are not the same size of features in real life A map is a drawing of a place Look at and identify objects from a plan view Draw around objects to make a plan view of them Interpret and give locations using prepositional language Interpret and give directions using directional language (not left and right) Identify familiar features Photographs of objects in an elevation view Photographs of objects in a plan view Simple picture maps Photographs of places in an oblique view Class 1 YrA Aut, Sum Class 1 YrB Aut Spr Sum	Use world maps, atlases and globes to identify the United Kingdom and its countries. Class 2 YrB Aut 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.. Class 1 YrA Aut, Sum Class 1 YrB Aut Spr Sum Class 2 YrA Aut Spr Class 2 YrB Aut	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. Class 2 YrB Aut Sum 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. Class 2 YrA Aut Spr Sum	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Class 2 YrA Sum Class 2 YrB Aut Spr Sum Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Class 2 YrA Sum Class 2 YrB Spr Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Class 2 YrA Sum	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Class 3 YrA Aut Spr Sum Class 3 YrB Aut Spr Class 3 YrC Aut Sum Learn the eight points of a compass, four-figure grid references. Class 3 YrA Aut Sum Class 3 YrB Aut Class 3 YrC Aut Sum Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Class 3 YrB Aut	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied Class 3 YrA Aut Spr Sum Class 3 YrB Aut Spr Class 3 YrC Aut Sum Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Class 3 YrA Aut Sum Class 3 YrB Aut Spr Class 3 YrC Aut Sum Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Class 3 YrB Aut	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied Class 3 YrA Spr Sum Class 3 YrB Aut Spr Class 3 YrC Aut Sum Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Class 3 YrB Aut Spr Class 3 YrC Aut Sum Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Class 3 YrB Aut

Progression of Geographical Skills Years 1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	-Teacher led enquiries, to ask and respond to simple closed questions. -Use information books/pictures as sources of information. -Investigate their surroundings -Make observations about where things are e.g. within school or local area.	-Children encouraged to ask simple geographical questions; Where is it? What's it like? -Use NF books, stories, maps, pictures/photos and internet as sources of information. -Investigate their surroundings -Make appropriate observations about why things happen. -Make simple comparisons between features of different places.	Begin to ask/initiate geographical questions. -Use NF books, stories, atlases, pictures/photos and internet as sources of information. -Investigate places and themes at more than one scale -Begin to collect and record evidence -Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Ask and respond to questions and offer their own ideas. -Extend to satellite images, aerial photographs -Investigate places and themes at more than one scale -Collect and record evidence with some aid -Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Begin to suggest questions for investigating -Begin to use primary and secondary sources of evidence in their investigations. -Investigate places with more emphasis on the larger scale; contrasting and distant places -Collect and record evidence unaided -Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	Suggest questions for investigating -Use primary and secondary sources of evidence in their investigations. -Investigate places with more emphasis on the larger scale; contrasting and distant places -Collect and record evidence unaided -Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/ location	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (As Yr1 including NSEW)	Use 4 compass points to follow/give directions: -Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: -Begin to use 8 compass points; -Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; -Begin to use 4 figure co-ordinates to locate features on a map.	Use 8 compass points confidently and accurately; -Use 4 figure co-ordinates confidently to locate features on a map. -Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; -Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; -Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. -Begin to draw plans of increasing complexity.

Representat-ion	Use own symbols on imaginary map.	Begin to understand the need for a key. -Use class agreed symbols to make a simple key.	Know why a key is needed. -Use standard symbols.	Know why a key is needed. -Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; -Use/recognise OS map symbols.	Use/recognise OS map symbols; -Use atlas symbols.
Using maps	Use a simple picture map to move around the school; -Recognise that it is about a place.	Follow a route on a map. -Use a plan view. -Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) -Follow a route on a large scale map.	Compare maps with aerial photographs. -Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) -Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. -Locate places on a world map. -Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/ distance	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. -Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. -Draw/use maps and plans at a range of scales.
Perspective	Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw plan view map with some accuracy.	Draw a plan view map accurately.
Map knowledge	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A,B and C	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments
Style of map	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. -Use large scale OS maps. -Use an infant atlas	Use large scale OS maps. -Begin to use map sites on internet. -Begin to use junior atlases. -Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. -Use junior atlases. -Use map sites on internet. -Identify features on aerial/oblique photographs.	Use index and contents page within atlases. -Use medium scale land ranger OS maps.	Use OS maps. -Confidently use an atlas. -Recognise world map as a flattened globe.

Class 1 YEAR A Autumn **Where in the world are hot and cold places?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• Science: The weather can change rapidly (e.g. sunny morning and rainy afternoon) within and across days (Class 1) • Human features are man-made, physical features are those that would be there without humans (Class 1) • There are seven continents in the world, six of which people live on (Class 1)	-The key components of the weather. The weather is short-term. Climate is long-term summary of the weather conditions. The daily and seasonal variations the weather. -The key characteristics of very hot and very cold places. Deserts are places where there is very little precipitation. Hot deserts have a very hot and dry climate. Cold deserts have a very cold and dry climate -Hot and cold deserts are found in all continents and vary in size -The equator is an imaginary line across the earth -The North Pole and the South Pole are at the top and bottom of the Earth Hot deserts are usually found near the Equator, Cold deserts are usually found near the North and South Poles -There are similar and different physical features in hot and cold deserts -There are few human features in hot and cold desert -To locate the Kalahari Desert and describe its location. -The key geographical features of places in the Kalahari desert. Compare the Kalahari Desert to other very hot places in the world (this introduces geographical patterning). -To compare locations in the Kalahari desert with the locality that the children live in.	• Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains (Class 3 Year C) • Biomes are areas of the world that, because of similar climates, have similar landscapes, animals and plants (Class 3 Year C) • Science: Adaptations of animals and plants in hot and cold deserts: Arctic fox, shrubs, camels and cacti (Class 2)
Disciplinary knowledge	• Identify similarities and differences between my local area and one other place (Class 1 Year B) • Science: Use a Venn diagram to classify items into two or three sets based on properties (Class 1) Using map types: • Simple map (Google maps) • Photographs of areas in an oblique view • Globe	To follow a simple trial in the school grounds. To create a simple map to show geographical features along a trail To describe secondary sources of geographical information Identify similarities and differences between two non-local places Using map types: • Satellite image (Google Earth) in a plan view EYFS Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -	• Explain similarities and differences, using geographical knowledge (Class 2)
Vertical concepts	• Location & place: Seven continents; Equator, North Pole, South Pole (Class 1) • Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Class 1)	• Location & place: Locating hot and cold deserts across the world • Geographical scale: Some physical features – like rivers or deserts – span local, national and even global scales • Interconnections: Human features are often shaped by physical feature	• Geographical scale: The effects of physical features – like volcanoes – can be felt at the local, national and global scale (Class 2 + 3) • Interconnections: Physical features are affected by human activities (Class 2 + 3)
	Key vocabulary – weather, rain, snow, sun, hail, blizzard, thunder, lightning, cloud, climate, seasons, North and South Pole, Kalahari desert, desert, world, equator, precipitation.		

Class 1 YEAR A Spring **Let's Explore London!**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• My home, our school and our community is at the local scale (Class 1 Year B) • Human features are man-made, physical features are those that would be there without humans (Class 1 Year B)	That London is the capital city of England and the UK London is in Europe The River Thames runs through London To identify and describe landmarks of London. To identify and describe a variety of geographical features in London. Explore seasonal weather patterns in London.	Name the four countries of the UK, capital cities and surrounding seas. While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale. Begin to know simple features of the countries of the UK. Brasilia is the capital city of Brazil. (Class 1 Year B Autumn)
Disciplinary knowledge	Using maps types: • Simple map (Google maps) in a plan view • Photographs of places in an oblique view	To use an atlas/globe to locate the UK To be able to locate London on a UK map and describe its location. To be able to use compass points and directional language to navigate between London landmarks. EYFS Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explain the differences between London and their own local city. Explain similarities and differences between Brasilia and London and can give reasoned explanations. (Class 1 Year B Autumn)
Vertical concepts	• Geographical scale: Our community is at the local scale (Class 1)	• Geographical scale: Our country is at the national scale • Location & place: Countries and capital cities of the UK; some human and physical features of the UK • Interconnections: Humans are affected by physical features everyday (e.g. weather)	• Geographical scale: Continents are at the national scale (Class 1) Recognise maps at the local, national and global scale, and select the most appropriate one (Class 2) • Location & place: Rivers of the UK; seas surrounding the UK (Class 1 + 2) • Interconnections: Human features are often shaped by physical features (Class 2)
	Key vocabulary: London, Europe, country, UK, island, capital city, landmark, River Thames		

Class 1 YEAR A Summer **What is the Geography of where I live?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• My home, our school and our community is at the local scale (Class 1 Year B) • Human features are man-made, physical features are those that would be there without humans (Class 1 Year B)	• The physical and human features of a range of significant locations around the world • The physical and human features of their local area • Features in rural areas include farm, hill, mountain, forest and river • Features in urban areas include office, shop, house, factory • Coastal areas are areas of land that are near the sea. They can be rural or urban • Features in coastal areas include beach, cliff, harbour and port • What land use refers to • That the main types of land use are transport, residential, economic activity, public services and open space • Where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world • Ways in which the environment of the local area is changing and the likely reasons for this	- Features in the school grounds and immediate locality of the school - Features in a local wood. To begin to describe the character of a wooded area in the school locality. - Features of a rainforest. (Class 1 Year B) -The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Class 2) - The UK is spit into regions and counties (Class 1 + 2) - Features around rivers include valleys, mountains, hills and vegetation (Class 3)
Disciplinary knowledge	Using maps types: • Simple map (Google maps) in a plan view • Photographs of places in an oblique view	• How to carry out fieldwork to identify, describe and record the main types of land use in their locality • How to present their results graphically and as a land use map • How to plan and plot a geographical walk around the local area that includes its key physical and human features Fieldwork data collection: Observe, record and interpret land use data relating to the local area Data representation: Bar Graph; Line Graph; Pictogram; Tally Chart; Land Use map Mapwork: World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs. GIS Google Earth Pro and Google Street View EYFS Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	-To give a simple comparison between two wooded localities. For example a rain forest to a local wood or a rainforest to the wood where the Gruffalo lives. (Class 1 Year B) - Identify county boundaries on a map (Class 2)
Vertical concepts	• Geographical scale: Our community is at the local scale (Class 1)	• Geographical scale: Our country is at the national scale • Location & place: Countries and capital cities of the UK; some human and physical features of the UK • Interconnections: Humans are affected by physical features everyday (e.g. weather)	• Geographical scale: Continents are at the national scale (Class 1) Recognise maps at the local, national and global scale, and select the most appropriate one (Class 2) • Location & place: Rivers of the UK; seas surrounding the UK (Class 1 + 2) • Interconnections: Human features are often shaped by physical features (Class 2)
	Key vocabulary: physical and human features, local area, rural, farm, land, hill, mountain, river, forest, urban, coastal, harbour, Dartmouth, Devon, United Kingdom, country, county, nation,		

Class 1 YEAR B Autumn **What is our country like?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• We live on the Earth (Class 1) • Human features are man-made, physical features are those that would be there without humans (class 1) • My home, our school and our community is at the local scale, UK and countries are at the national scale (Class 1 Year A Summer) • Features in rural areas include farm, hill, mountain, forest and river (Class 1 Year A Summer) • Features in urban areas include office, shop, house, factory (Class 1 Year A Summer)	Name the four countries of the UK, capital cities and surrounding seas. Begin to know the differences between town and country locations. While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale. Begin to know simple features of the countries of the UK. Describe human and physical features of the capital city London. Brasilia is the capital city of Brazil.	The are five oceans (Class 2) Lines of longitude and latitude are imaginary lines that help us locate places on Earth (Class 3) Lines of longitude run north to south. The main one is called the Prime Meridian (Class 3) Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Class 3) The Equator splits the Earth into the Northern and Southern Hemispheres (Class 2)
Disciplinary knowledge	• Identify similarities between my local area and another place (EYFS Class 1) • Identify country boundaries on a map (Class 1) Using map types: • Simple map (Google maps) • Photographs of places in an oblique view	Explain some of the pros and cons of town and country locations. Explain the differences between London and their own local city. Explain similarities and differences between Brasilia and London and can give reasoned explanations. Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. Use aerial photographs to recognise basic human and physical features. Use world maps and globes to begin to locate some continents and countries. EYFS Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Mapwork: World maps, atlases and globes, terrestrial, aerial and satellite photographs GIS Google Earth Pro (Class 2 Year A Autumn)
Vertical concepts	• Geographical scale: Our community is at the local scale; our country is at the national scale (Class 1)	• Location & place: Seven continents; Equator, North Pole and South Pole • Location & place: Comparison of areas in UK with areas in contrasting non-European country (Brazil) • Geographical scale: Continents are at the global scale • Geographical scale: When making comparisons, the two places need to be at the same scale	• Location & place: Five oceans (Class 2) • Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one (Class 2)
	Key vocabulary – town, countryside, country, UK, island, capital city, landmark, pro, con, population.		

Class 1 YEAR B Spring **How are the Gruffalo's woods different or the same to our local woods and the Rainforest?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• Human features are man-made, physical features are those that would be there without humans • My home, our school and our community is at the local scale, UK and countries are at the national scale • Rural means countryside; urban means towns and cities • Features in rural areas include farm, hill, mountain, forest and river • Features in urban areas include office, shop, house, factory (Class 1 Year A Summer)	- Features in the school grounds and immediate locality of the school - Features in a local wood. -To begin to identify features in a British woodland. -To begin to describe a simple British woodland. - The character of a wooded area in the school locality. - The main features of a rainforest. - To locate and name the continents and oceans of the world. - To locate and name the main rainforests of the world. - To locate rainforests in relation to the equator and the school.	- The location and features of the main climate regions of the world and how climate affects the landscape of different environments. - What a biome is and the name and location of the world's main biomes. - The flora and fauna of the main biomes of the world. (Class 3 Year C Summer) -The difference between physical and human processes and events that affect environments. -How the environment of my school and grounds has changed over time. -Why locations in the local area of the school have changed. -That there are often different views about whether environmental change is a positive thing. -How the quality of the environment varies in the local area surrounding my school. (Class 2 Year A Spring)
Disciplinary knowledge	• Identify similarities between my local area and another place (Class 1) • Identify country boundaries on a map (Class 1) • Science: Use a Venn diagram to classify items into two or three sets based on properties (Class 1) Using map types: • Simple map (Google maps) • Photographs of places in an oblique view	-Follow simple trails for example paw-print and picture trails in the school grounds and immediate locality of the school -Construct labelled maps to show features passed along trails followed. -Introduce letter and number coordinates. Use postcodes to locate features -Collect primary geographical information and data using appropriate techniques. -Use simple GIS to collect information for example www.geograph.org.uk Google Street view and the BBC weather site -Use 1:500 and 1:1250 OS maps to plot routes and to locate features. -Use infant atlas maps of the world to locate and to name the continents, oceans and areas of rainforest. -Collect information on rainforests form a range of appropriate secondary geographical source materials. EYFS Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Recognise some environments that are different to the one in which they live.	• Use and interpret 4 compass points (Class 2) Using map types: • Junior atlas (Class 2)
Vertical concepts	Geographical scale: Our community is at the local scale; our country is at the national scale (Class 1)	• Location & place: Seven continents; Equator, North Pole and South Pole • Location & place: Comparison of areas in UK with areas in contrasting non-European country (Main Rainforests) • Geographical scale: Continents are at the global scale. When making comparisons, the two places need to be at the same scale	• Location & place: Five oceans (Class 2) • Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one (Class 3)
	Key vocabulary: woods, British woodland, trees, rainforest, canopy, layers, wet, continent, ocean, equator, trail, world		

Class 1 YEAR B Summer **How is the Island of Coll linked to our local area?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• Human features are man-made, physical features are those that would be there without humans • My home, our school and our community is at the local scale, UK and countries are at the national scale • Rural means countryside; urban means towns and cities • Features in rural areas include farm, hill, mountain, forest and river • Features in urban areas include office, shop, house, factory (Class 1 Year A Summer)	-The Isle of Coll is an island in the Inner Hebrides in Scotland. - Scotland is part of the UK. -Countries that make up the UK. - The seas that surround the UK. -Capital cities of the UK - The key features of the Island of Coll. - Island houses, homes and key buildings – such as the Island Store - Coll has built a new pier and what a pier is - To travel to Coll you have to get the ferry or a boat. - An island is land surrounded by water.	The difference between the physical and human geographical features of the coast, countryside and towns and cities The distinction between the concepts of 'coast', 'rural' and 'urban' A range of different physical features of coastlines People can impact negatively on or pollute seaside environments The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator Continents are divided up into countries and that the UK and Spain are located in Europe (Class 2 Year B Summer)
Disciplinary knowledge	-Follow simple trails for example paw-print and picture trails in the school grounds and immediate locality of the school -Construct labelled maps to show features passed along trails followed. -Introduce letter and number coordinates. Use postcodes to locate features -Collect primary geographical information and data using appropriate techniques. -Use simple GIS to collect information for example www.geograph.org.uk Google Street view and the BBC weather site -Use 1:500 and 1:1250 OS maps to plot routes and to locate features. (Class 1 Year B Spring)	-Use atlases to locate the island of UK, Scotland, Hebrides and Coll. -Use big floor maps of the UK to explore and plan routes and journeys -Use a range of secondary sources to locate Coll in a global context. (see list in suggested activities) -Use OS 1:50000, 1:25000 and plans of Coll to collect information. -Use public information documents and postcards to gather island information -Use internet webcams to recognise and begin to describe features of the island of Coll -Use ground shot and aerial photos to describe features on the island of Coll. -Draw simple maps and pictures to display the key aspects of the geography of Coll -Use digital cameras to create local area 360 panoramas. EYFS Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Use and interpret 4 compass points (Class 2) Using map types: Junior atlas (Class 2)
Vertical concepts	Geographical scale: Our community is at the local scale; our country is at the national scale (Class 1)	• Location & place: Seven continents; Equator, North Pole and South Pole • Geographical scale: When making comparisons, the two places need to be at the same scale	• Location & place: Five oceans (Class 2) • Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one (Class 3)
	Key vocabulary: Scotland, Inner Hebrides, Isle of Coll, Island, country, United Kingdom, capital city, ferry, boat, water, pier, island homes,		

Class 2 YEAR A Autumn **Why don't penguins need to fly?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• Science: The weather can change rapidly (e.g. sunny morning and rainy afternoon) within and across days (Class 1 Year B Autumn) • Human features are man-made, physical features are those that would be there without humans (Class 1 Year A summer) • There are seven continents in the world, six of which people live on (Class 1 Year A Autumn) • The equator is an imaginary line across the earth (Class 1 Year A Autumn) • The North Pole and the South Pole are at the top and bottom of the Earth (Class 1 Year A Autumn)	The distribution of polar, temperate and tropical regions of the world. The geographical features of Antarctica including its polar climate. How living things are adapted to survive in such an extreme environment. The geographical features of the Sahara Desert. The location of Zambia in Africa and some of its physical and human features. Why Antarctica is a desert even though it is the coldest place on earth - Deserts are places where there is very little precipitation The geographical features of the Arctic Ocean and the North Pole environments How the Arctic and the North Pole is different from Antarctica and the South Pole. What a food chain is and the different parts of the food chain of a polar bear Why polar bears are not found in Antarctica Why penguins would not survive in tropical areas of the world.	• Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains (Class 3 Year C Summer) • Biomes are areas of the world that, because of similar climates, have similar landscapes, animals and plants (Class 3 Year C summer)
Disciplinary knowledge	• Identify similarities and differences between my local area and one other place (Class 1 Year A summer) • Simple map (Google maps) • Photographs of areas in an oblique view • Globe	How to use atlas maps and GIS to plan an expedition from Canada to Antarctica Identify similarities and differences between two non-local places Mapwork: World maps, atlases and globes, terrestrial, aerial and satellite photographs GIS Google Earth Pro	• Explain similarities and differences, using geographical knowledge (Class 2 and 3 ongoing)
Vertical concepts	• Location & place: Seven continents; Equator, North Pole, South Pole (Class 1) • Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Class 1)	• Location & place: Locating hot and cold deserts across the world • Geographical scale: Some physical features – like rivers or deserts – span local, national and even global scales • Interconnections: Human features are often shaped by physical features	• Location & place: Locating climate zones and biomes (Class 3 Year C summer) • Geographical scale: The effects of physical features – like volcanoes – can be felt at the local, national and global scale (Class 3 Year A spring) • Interconnections: Physical features are affected by human activities (Class 3 Year A Autumn)
	Key vocabulary: Adaptation Expedition Equator North Pole South Pole Polar Tropical Temperate Habitat Predator River Valley Coastline Ice Ice berg Waterfall		

Class 2 YEAR A Spring **How and why is my local area changing?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• Human settlements can be a city, town or village, depending on their size (Class 1 Year A Summer) • Human features are man-made, physical features would be there without humans (Class 1 Year A summer) • The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Class 1) • Rural means countryside; urban means towns and cities (Class 1) • Features in rural areas include farm, hill, mountain, forest and river (Class 1) • Features in urban areas include office, shop, house, factory (Class 1) • Features in coastal areas include beach, cliff, harbour, and port (Class 1)	• The difference between physical and human processes and events that affect environments. • How the environment of my school and grounds has changed over time. • Why locations in the local area of the school have changed. • That there are often different views about whether environmental change is a positive thing. • How the quality of the environment varies in the local area surrounding my school. • How and why environments are changing at different locations around the world. • That environmental change on a global scale affects our lives locally. • How humans behave locally can contribute to global changes such as climate change.	Comparing the geography of Kampong Ayer with the geography of where I live (Class 2 Year B Autumn) Why do so many people in the world live in megacities? (Class 3 Year A Autumn)
Disciplinary knowledge	• Use and interpret 4 compass points (Class 1) • Identify land and water on a map (Class 1) Using map types: • Simple maps (Google maps) • Satellite images (Google Earth) • Photographs of areas in oblique view • Photographs of areas in plan view	• 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.	Using map types: • Thematic maps such as temperature, language, or population
Vertical concepts	• Location & place: Countries and capital cities of the UK, and some human and physical features (Class 1)	• Location & place: River Dart; UK, Great Britain, British Isles; counties and regions in the UK; land use in the UK	• Location & place: In depth study of rivers (Class 3)
	Key vocabulary: Environment Processes Distribution Location Land use Transport Change Interaction Settlement Economic Scale		

Class 2 YEAR A Summer **Why does it matter where my food comes from?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	History - Know that milk commonly comes from cows that are kept on farms. Recognise what a milk churn was used for in the past. Recognise how milk containers are different today from what they were in the past. Transport of milk has changed over time. Technology has changed the way we cook and store food. The food we eat today comes from lots of different places all over the world. (Class 1 Year B Summer) The difference between physical and human processes and events that affect environments. How and why environments are changing at different locations around the world. (Class 2 Year B Spring)	• What a farm is and what happens on a dairy farm • How milk is used as a raw material of dairy products • The physical and human features of the rural and urban landscapes of Devon in the UK • Why the weather in Devon makes it an ideal place for dairy farming • How weather conditions in Devon compare with those of the UK as a whole • What trade is and what importing and exporting means • The most popular fruits consumed in the UK and where in the world they are produced • The stages of growing bananas and exporting them to the UK • How sugar is refined from sugar beet • Some of the benefits of buying food locally • The different meat produced by animals in Britain • What 'free range' means	Sustainability and Fair trade (Class 3)
Disciplinary knowledge	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. (Class 2 Year A Spring)	Mapwork: World maps; maps of the United Kingdom; Atlases; Globe. Terrestrial photographs; Aerial and satellite photographs. GIS: Google Earth Pro	Using map types: • Thematic maps such as temperature, language, or population
Vertical concepts	• Location & place: River Dart; UK, Great Britain, British Isles; counties and regions in the UK; land use in the UK (Class 2 Year A Spring)	• Interconnections: Human activity can affect physical features • Interconnections: Human features are often shaped by physical features	• Location & place: Locating places in India, Iceland and megacities of the world. (Class 3) • Interconnections: Many places at the local, national and even global scale rely on trading with other places across world (Class 3)
	Key vocabulary: Raw material Export Import Manufacture Refine Pasture land Plantation Nutrition Tropical Temperate		

Class 2 YEAR B Autumn **How does the geography of Kampong Ayer compare with the geography of where I live?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• Names of common human and physical features (Class 1 + 2) • While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Class 1 + Class 2 Year A) • There are seven continents in the world, six of which people live on (Class 1/2) • The equator is an imaginary line across the earth (Class 1) • The North Pole and the South Pole are at the top and bottom of the Earth (Class 1) The location of hot and cold places in the world and how the weather varies in these places.(Class 1 Year B Autumn) History – Travek and Transport (class 1)	-The location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole -The location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei -Why Brunei and Kampong Ayer have a tropical climate and why tropical rain forest is the dominant vegetation -The distribution of tropical climate in the world -The main features of a tropical climate -How the tropical climate of Brunei compares with the temperate climate of the United Kingdom -The structure of tropical rain forest vegetation -The weather conditions experienced on a typical day in Banda Seri Begawan using -The main physical and human features of Kampong Ayer -How the human and physical geographical features of Kampong Ayer compare with those of their locality -How to create a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of their own home -How the most common forms of transport in the United Kingdom compare with those at Kampong Ayer and why boats and boat building are so important -How and why school life in Kampong Ayer has both similarities and differences to the United Kingdom	• Lines of longitude are important for considering time zones (Class 3) • Lines of latitude are important for considering climate zones (Class 3) • Rainforest have particular features, and unique flora and fauna that have adapted to the habitat (Class 3 Year C Summer)
Disciplinary knowledge	• Use and interpret 4 compass points (Class 1) • Identify land and water on a map (Class 1) Using map types: • Simple maps (Google maps) • Satellite images (Google Earth) • Photographs of areas in oblique view • Photographs of areas in plan view	Mapwork: World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs. **GIS:** Google Earth Pro and Google Street View, Street Plans	Using map types: • Thematic maps such as temperature, language, or population
Vertical concepts	Location & place: Seven continents, five oceans; Equator, North Pole and South Pole (Class 1)	• Location & place: Locating countries in Asia • Location & place: Physical and human features of Kampong Ayer • Location & place: Lines of longitude and latitude	• Location & place: Locating places in India, Iceland and megacities of the world. (Class 3)
	Key vocabulary: Landscape Village Rainforest Tropical regions Vegetation River Tide Habitat Adaptation Deciduous trees Coniferous trees Emergent Island Canopy Eco system Economic activity Settlement		

Class 2 YEAR B Spring **Why do some Earthquakes cause more damage than others?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• The causes and effects of the eruption of Vesuvius in AD 79 in History (Class 2 Year B Spring • That the weather can sometimes cause natural hazards such as storms, floods and drought (Class 1 and 2)	• An earthquake is the sudden shaking of the Earth's surface. They are caused by movements of the tectonic plates. Minor earthquakes can occur anywhere; major earthquakes usually occur at plate boundaries • The distribution of earthquakes occurring around the world. Earthquakes usually occur at boundaries where the plates are sliding past each other, or where an oceanic plate is being forced under the continental plate (where some volcanoes are formed) • The size of an earthquake is measured on the Richter scale, which goes from 1-10. Those measuring 7 or higher cause major damage •Why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction. Countries in the world can be classified as low- medium- or high income countries (LIC, MIC, HICs). They appear in all continents • Volcanoes are formed when two plates move away from each other, or when an oceanic plate and a continental plate move toward each other • Volcanoes and earthquakes often occur at the same locations around the world. • The location of the 'Pacific Ring of Fire' and why it is a hot spot for earthquakes and volcanoes. • The location, cause and effects of the Christchurch (New Zealand) earthquake of 2011	• Forced migration occurs when people can no longer live safely in their home (Class 3 Hiemaey volcano) • Natural disasters in KS3
Disciplinary knowledge	• Identify similarities and differences between two non-local places (Class 1 + 2) • Explain similarities and differences, using geographical knowledge (Class 2) Using maps: • Simple maps (Google maps) • Photographs of places in oblique and plan views • Globe	**Statistical representation:** Interpreting tabular data and drawing scatter graphs to indicate correlation, storyboarding **Mapwork - Interpreting and annotating thematic distribution maps:** Political, relief, population density, distribution of earthquakes and volcanoes, and constructing choropleth maps **Imagery** Terrestrial, aerial and satellite photographs and GIS *Google Earth Pro*	Interpret and locate places and features using 4-figure grid reference (Class 3)
Vertical concepts	• Geographical scale: The effects of physical features can be felt at the local, national and global scale (Class 2 Year B autumn) • Interconnections: Human features are often shaped by physical features (Class 2)	• Location & place: Location and effects of earthquakes in New Zealand • Geographical scale: While physical effects are felt most at the local or national scale, the response can be at the global scale • Interconnections: Humans adapt to living in earthquake-prone areas • Interconnections: There are similarities and differences between LICs, MICs and HICs	• Location & place: Locating places in India, Iceland and megacities of the world. (Class 3) • Geographical scale: Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate (Class 3)
	Key vocabulary: Earthquake Strata Epicentre Richter scale Projection Pattern Tectonic plate Remote Crust Mantle Core Volcano Fault Magma		

Class 2 YEAR B SUMMER **Why do we love being beside the seaside?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• Human features are man-made, physical features are those that would be there without humans (Class 1) • The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Class 1) • Features in rural areas include farm, hill, mountain, forest and river (Class 1) • Features in urban areas include office, shop, house, factory (Class 1) • Coastal areas are areas of land that are near to the sea. They can be rural or urban (Class 1) • Features in coastal areas include beach, cliff, harbour, and port (Class 1) • History: The Thames river flows through London (and people used water to put out the Great Fire) (Class 1)	The difference between the physical and human geographical features of the coast, countryside and towns and cities The distinction between the concepts of 'coast', 'rural' and 'urban' A range of different physical features of coastlines What is meant by the terms 'high tide' and 'low tide' Why the seaside is such an attractive place for people to visit Why it is important that seaside environments are conserved That there are many different habitats at the seaside Creatures at the seaside are adapted to their environment People can impact negatively on or pollute seaside environments The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator Continents are divided up into countries and that the UK and Spain are located in Europe The four countries and capital cities of the UK and its surrounding seas How traditional seaside holidays in the United Kingdom have changed	• Understand the main physical and human features and functions of rivers and the impact that river flooding can have on local environments and communities. (Class 3)
Disciplinary knowledge	A map is a drawing of a place from above (EYFS) • A plan view is the view of an object from above (Y1) • Identify familiar features (Class 1) • Science: Use a Venn diagram to classify items into two or three sets based on properties (Class 1) Using map types: • Simple maps (Google maps) in plan view • Photographs of places in oblique view • Globe • Satellite image (Google Earth) in plan view	<u>Geographical skills and fieldwork</u> Fieldwork data collection Eight points of compass Data representation Bar Graph, pictogram Mapwork World maps, atlases and globes. Aerial and satellite photographs GIS Google Earth Pro	Fieldwork Observing, recording, presenting and interpreting data from five measurements at different stages along a stream – bank and water width, bank height above water line, depth Mapwork Interpreting OS 1:25,000 maps using the key, eight points of the compass, four and six figure grid references, measuring distances using the scale line and constructing contour cross sections Imagery Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro (plotting and following course of river)
Vertical concepts	• Location & place: Countries and capital cities of the UK; some human and physical features • Location & place: Seven continents (Y1)	Location & place: Seas surrounding the UK • Location & place: Five oceans	• Location & place: Rivers of the UK
	Key vocabulary: Coast Rural Urban Continent Conservation Natural resource Pollution Resort Cliff Cave Beach Tide Package holiday Adaptation Habitat		

Class 3 YEAR A Autumn **Why do so many people in the world live in megacities?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	-The distribution of tropical climate in the world and the main features of a tropical climate. -How the tropical climate of Brunei compares with the temperate climate of the United Kingdom -The structure of tropical rain forest vegetation -How the human and physical geographical features of Kampong Ayer compare with those of their locality. (Class 2 Year B Autumn) The type of settlement in which they live and its main physical and human features. (Class 1 + 2)	• What the terms 'rural', 'urban' and 'urbanisation' mean. • What a megacity is and their distribution globally. • The top ten megacities in the world. • Why the number of people living in megacities is increasing globally. • Why Baghdad became the first city in the world with one million inhabitants. • The location of the ten largest cities in the United Kingdom. • Why Milton Keynes is the fastest growing city in the United Kingdom. • South America is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. • The government of Brazil decided to construct a new capital city Brasilia in 1960. • The physical and human features of the city of Brasilia. • The main attractions and disadvantages of living in megacities.	• History: People have lived in Central and South America for millions of years, and populations fell quickly when Spanish and Portuguese explorers brought diseases and forcibly took control of the lands (Class 3 Mayans). • Further case studies of migration, exploring push and pull factors in more depth (KS3)
Disciplinary knowledge	• Identify country boundaries on a map (Class 2) • Political maps show human boundaries and features; physical maps show physical boundaries and features (Class 2 Year B Spring) Using map types: • Simple maps (Google maps); Satellite images (Google Earth); infant atlas • Photographs of places in plan/oblique view	Statistical representation: Interpreting tabular data and constructing population density maps. Mapwork - Interpreting and annotating thematic distribution maps: Political, relief, population density, pictorial and distribution maps. Imagery Terrestrial, aerial and satellite photographs and GIS Google Earth Pro	• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data (KS3)
Vertica _	• Location & place: Seven continents, five oceans; Equator, North Pole and South Pole (Class 1 + 2)	• Location & place: Locating countries in South America • Location & place: Physical and human features of Brazil • Location & place: Lines of longitude and latitude	• Location & place: Climate, time zones and biomes across the world (Class 3)
	Key vocabulary: Pattern Pollution City Megacity Population density Constraint Migration Favela Employment Congestion Smog		

Class 3 YEAR A Spring **How do volcanoes affect the lives of people on Hiemaey?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• Volcanoes are formed when two plates move away from each other, or when an oceanic plate and a continental plate move toward each other • Volcanoes and earthquakes often occur at the same locations around the world. • The location of the 'Pacific Ring of Fire' and why it is a hot spot for earthquakes and volcanoes. (Class 2 Earthquakes) • Science: Substances can exist as solids, liquids and gases (Class 2) • Science: Liquids take the shape of the container they are in. When you move the liquid into a different container the shape will change (Class 2) • Science: The Earth's crust is it's the outermost layer of our planet. It is made of rocks and minerals (Class 2) • Science: Igneous rock is formed when magma cools down (Class 2) • Science: Soil is a mixture of pieces of rock, dead plants and animals, air and water (Class 2)	• The countries, major cities, rivers and mountains of Europe • The population of the countries of Europe • The location of the North Pole, South Pole, Northern Hemisphere and Southern Hemisphere • The cities and main physical features of Iceland • The climate of Iceland and how it compares with where they live • How the climate and physical processes have shaped the landscape of Iceland • The physical and human features of the island of Hiemaey in the Westman Islands of Iceland • Why Hiemaey has an active volcano • Volcanoes are formed when two plates move away from each other, or when an oceanic plate and a continental plate move toward each other (recap) • The structure of a typical composite volcano • The benefits and costs or disadvantages of living in close proximity to an active volcano • Why fishing, trade and tourism are very important economic activities for people in Iceland • How cod is caught and processed in Iceland and exported all around the world	• Understand the main physical and human features and functions of rivers and the impact that river flooding can have on local environments and communities. (Class 3 Year C Spring) • What trade involves - Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country (Class 3 Year A Summer)
Disciplinary knowledge	• A plan view is the view of an object from above (Class 1) • Identify similarities and differences between two non-local places (Class 2) • Political maps show human boundaries and features; physical maps show physical boundaries and features (Class 2 Year A Autumn) Using maps: • Globe • Satellite images (Google Earth) • Photographs of places in oblique view • Photographs of places in plan view	• How to draw and interpret located proportional bars on an outline political map • The five main lines of latitude of the world • How to draw and interpret a climate graph	Interpreting OS 1:50,000 Landranger maps using the key, eight points of the compass and four and six figure grid references Imagery Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro (Class 3 Year A Summer)
Vertical concepts	Location & place: Seven continents and five oceans; Equator, North Pole, South Pole (Class 1+2) • Geographical scale: Some physical features can span local, national and even global scales (Class 2)	• Location & place: Locating volcanoes across the world; location and effects of eruption at Hiemaey Iceland • Geographical scale: The effects of physical features – like volcanoes – can be felt at the local, national and even global scale	• Geographical scale: While physical effects are felt most predominantly at the local or national scale, the response can be at the global scale (Class 3)
	Key vocabulary: Landscape Precipitation Adaptation Volcano Evacuate Archipelago Glacier Geothermal heat Fjord Growing season Crust Mantle Core Tectonic plate Remote Constraint Solidify Processing Mid-Atlantic Ridge		

Class 3 YEAR A SUMMER **Why is fair trade fair?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale • The weather is short-term. Climate is long-term summary of the weather conditions (Class 2) • Science: A fossil is physical evidence of an ancient plant or animal (Class 2) • Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Class 1 and 2)	• What trade involves - Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country • How domestic trade is different from international trade • What the Silk Road is • Why the Silk Road was once the most important trading route in the world • Why countries trade with each other today • What a container ship is and why Southampton is a very important container port in the UK • The main commodities that the UK imports from China and the most important goods it exports in return • Why the terms of international trade are sometimes not always fair to producers in poorer countries • Why St Lucia is an important banana producer • What being a certified Fairtrade producer of commodities such as bananas means •How being part of a Fairtrade co-operative can benefit producers in poorer countries • Why there might also sometimes be disadvantages for producers of being part of Fairtrade co-operatives •The range of Fairtrade products currently available in the UK	How can we live more sustainably? LKS2 enquiry (Class 3)
Disciplinary knowledge	• Science: Design a table to collect data with the appropriate number of rows and columns and correct headings (Class 2/3) • Give and interpret standard OS symbols (Class 3) • Locate places and features using letter and number coordinates on a map (C2) Using maps: • Simple maps (Google maps); Satellite images (Google Earth); OS maps	Statistical representation: Drawing and interpreting: bar graphs, climate graphs and divided proportional bars Mapwork Interpreting OS 1:50,000 Landranger maps using the key, eight points of the compass and four and six figure grid references Imagery Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro	• Locate places using 6-figure grid references (Class 3) • Locate places using longitude and latitude coordinates (Class 3)
Vertical concepts	Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Class 1/2) • Interconnections: Human features are shaped by physical features (Class 2/3)	Location & place: Locating countries in North America • Geographical scale: Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global • Interconnections: Many places at the local, national and global scale rely on trading with other places across the world	• Geographical scale: Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate
	Key vocabulary: Goods Services Consumer Producer Ethical Co-operative Premium Guarantee Estuary Port Domestic International Export Import		

Class 3 YEAR B Autumn **How can we live more sustainably?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	•Materials: natural resources (Class 1) • Human features are man-made, physical features are those that would be there without humans (Class 1 Year A summer) • There are seven continents in the world, six of which people live on (Class 1 Year A Autumn)	• Natural resources are substances that occur naturally in the environment, like wood, food, water and fossil fuels • Natural resources are unevenly distributed across the world, and can be renewable or non-renewable ls. •The different sources of energy used to make electricity in the United Kingdom and why fossil fuels are no longer used to generate electricity in the United Kingdom. •How human created greenhouse gases contribute to global warming. •What sustainability and sustainable development mean. •How electricity is generated in a hydroelectric power station. •The benefits of using renewable sources of energy in poorer countries of the world.	The Earth's changing climate from the Ice Age to now (KS3)
Disciplinary knowledge	• Identify similarities and differences between my local area and one other place (Class 1 Year A summer) Using maps: • Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps Mathematics: Coordinates in the first quadrant (Class 1 and 2) • Express opinions about environmental issues with reasons (Class 3)	How I could live in a more sustainable way both at home and at school. Statistical representation Interpreting tabular data and constructing bar graphs and line graphs. Mapwork - Interpreting and annotating thematic distribution maps. Political, relief, population density, pictorial and distribution maps. Imagery Terrestrial, aerial and satellite photographs and GIS Google Earth Pro	Use Geographical Information Systems (GIS) to view, analyse and interpret places and data (KS3)
Vertical concepts	• Geographical scale: While physical effects are felt most predominantly at the local or national scale, the response can be at the global scale (Class 2 Year B spring)	• Geographical scale: Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate	• Geographical scale: Use scales more mathematically, measuring and carefully calculating distances (KS3)
	Key vocabulary: Environment Interdependence Sustainability Economic activity Raw material Renewable Non-renewable Fossil fuel Biodiversity Conservation Global warming Deforestation Ecosystem Habitat Pollution		

Class 3 YEAR B Spring **How is India saving the Tiger?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• The difference between physical and human processes and events that affect environments. • How and why environments are changing at different locations around the world. • That environmental change on a global scale affects our lives locally. • How humans behave locally can contribute to global changes such as climate change. (Class 2) •The location of hot and cold places in the world and how the weather varies in these places. (Class 1 Year B Autumn) •How and why the weather changes in the UK during the four seasons (Class 1 Year B Autumn) Science: living things and their habitats (Class 2)	• The main characteristics of tigers and how scientists classify these features • The present day distribution of tigers in the world and reasons why their range has declined so dramatically during the past century • The habitat in which Bengal tigers live in India and some of the ways in which tigers are adapted to living within it • Natural tropical forest vegetation grows widely in India - reference the characteristics of the three main climatic regions of the world • Construct and analyse climate graphs - pattern of weather where they live and Kandla in India. Reach conclusions and make judgements about the climatic challenges faced by people living in India • The polar climate of Igaluit in northern Canada, the tropical climate of Kandla and the temperate climate of Dartmouth. • The main climatic features of the 'bursting of the monsoon' each year in India • The annual arrival of monsoon rains in India is both loved and feared by many • There appears to have been a small rise in tiger numbers in India thanks to the efforts of its government during the past decade	The Earth's changing climate from the Ice Age to now (KS3)
Disciplinary knowledge	• Identify similarities and differences between my local area and one other place (Class 1 Year A summer) Using maps: • Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps Mathematics: Coordinates in the first quadrant (Class 1+2) • Express opinions about environmental issues with reasons (Class 3)	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 Geographical Information Systems (GIS) to view, analyse and interpret places and data (KS3)
Vertical concepts	Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Class 1/2)	Location and Place: The 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). Geographical scale: Actions at the local or national scale can have a huge impact on the global scale.	• Geographical scale: Use scales more mathematically, measuring and carefully calculating distances (KS3
	Key vocabulary: Habitat Tropical forest Vegetation Climate Classify; Distribution; Lines of Latitude; Lines of Longitude; Equator; Prime Meridian (Greenwich Meridian); Tropic of Cancer; Tropic of Capricorn; Northern Hemisphere, Southern Hemisphere, Western Hemisphere; Eastern Hemisphere; Deforestation; Agriculture; Industrial; Reforestation; Projected; Adapted; Natural Vegetation.		

Class 3 YEAR B Summer **Why do our seas and oceans matter so much?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• Natural resources are substances that occur naturally in the environment, like wood, food, water and fossil fuels • Natural resources are unevenly distributed across the world, and can be renewable or non-renewable ls. •What sustainability and sustainable development mean. •The benefits of using renewable sources of energy in poorer countries of the world. (Class 3 Year B Autumn) Why it is important that seaside environments are conserved That there are many different habitats at the seaside Creatures at the seaside are adapted to their environment People can impact negatively on or pollute seaside environments The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator (Class 2 Year B Summer)	- An oceanographer studies the physical and human geography of the oceans and seas of the world. -Locate the five major oceans of the world together with the world's largest expanses of sea and explain the difference between the two; -Know what ocean gyres are and how their action helps to create areas of waste accumulation known as ocean garbage patches; The Great Pacific Garbage Patch is an area of plastic waste in the Pacific Ocean, three times the size of Spain and Portugal combined - Plastics take hundreds of years to break down. They can kill organisms directly or indirectly by destroying habitats. Plastic waste is created across the world, and often ends up in oceans. -Describe the main uses of single-use plastic in everyday life and identify and evaluate the potential benefits of more sustainable alternatives; -Plastic pollution can be reduced by using less single-use plastic (e.g. plastic bags, straws) and recycling more plastic	Carrying out fieldwork (Class 3) The Earth's changing climate from the Ice Age to now (KS3)
Disciplinary knowledge	• Location: Locate places and features using 4-figure grid references (Class 2 + 3) • Express opinions about environmental issues with reasons (Class 3) Using maps: • Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps	-Sampling techniques survey - estimate the number of micro plastics present describing, explaining and evaluating the validity and trustworthiness of their methods and results. Mapwork - Interpreting and annotating thematic distribution maps. Political, relief, population density, pictorial and distribution maps. Imagery Terrestrial, aerial and satellite photographs and GIS Google Earth Pro Locate places on a world map using longitude and latitude Evaluate responses to environmental issues	• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data (KS3)
Vertical concepts	• Geographical scale: While physical effects are felt most predominantly at the local or national scale, the response can be at the global scale (Class 3)	• Geographical scale: Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate	Geographical scale: Use scales more mathematically, measuring and carefully calculating distances (KS3)
	Key vocabulary: Pollution Micro plastics Ocean gyres Oceanographer Ocean garbage patches Organisms Sustainable Recycling		

Class 3 YEAR C Autumn **Who are Britain's National Parks for?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	Coastal areas are areas of land that are near to the sea. They can be rural or urban (Class 1) Features in coastal areas include beach, cliff, harbour, and port (Class 1) Land use is how land is used by humans, and could include homes, shops, roads and open spaces (Class 2) The kind of things that people, organisations and communities can do to live more sustainably (Class 3) The importance of leisure, recreation and tourism (Class 2) About a range of economic activities including farming (Class 2 + 3)	• The names and locations of the fifteen National Parks of Great Britain • How the distribution of National Parks compares with the distribution of uplands and urban areas in Great Britain • Why areas of Great Britain are chosen as National Parks • The main distinctive physical features of National Parks • What the term 'cultural heritage' means • Why cultural features are also important elements of National Parks • The distinctive physical and cultural features of their closest National Park • The three aims or purposes of National Parks • That sometimes these three purposes of National Parks conflict with each other • That because of this potential conflict National Parks have to be carefully managed • How National Parks are managed • The main land use of National Parks • Why farming and farmers are important in helping to achieve the aims of the National Parks • How and why National Parks in the USA are similar to and different from National Parks in Great Britain	Rivers of the UK Why estuaries are such an important habitat and ecosystem for wildlife (Class 3 Year C Spring)
Disciplinary knowledge	Location: Locate places and features using 4-figure grid references (Class 2 + 3)	Statistical representation: Drawing and interpreting: bar graphs, line graphs and climate graphs Mapwork Interpreting OS 1:25,000 Explorer maps using the key and symbols, eight points of the compass, four and six figure grid references, contour lines and cross sections, annotated sketch maps and using scale lines to calculate straight and winding distances Imagery Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro	Using map types: Thematic maps How to collect data at various points along a stream to show graphically how the river changes (Class 3 Year C Spring)
Vertical concepts	• Interconnections: Human features are often shaped by physical features (Cl 2+3) Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Class 1 + 2)	• Interconnections: There are similarities and differences between places, even if they have similar physical and/or human features • Geographical scale: Recognise maps at the local and national level	• Interconnections: There are similarities and differences between HICs, MICs and LICs - low- medium- or high income countries (Class 3)
	Key vocabulary: Landscape Agriculture Industry Urban Rural Remote Enhance Conflict Management Vegetation		

Class 3 YEAR C Spring **What is a river?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	Key human and physical features (Class 1 + 2) Land use is how land is used by humans, and could include homes, shops, roads and open spaces (Class 2) That environmental change on a global scale affects our lives locally. How humans behave locally can contribute to global changes such as climate change. (Class 2 Year A Spring) Science: The water cycle relies on evaporation and condensation. Water is collected in the oceans from rivers and seas; it evaporates and then condenses to form clouds; it then precipitates and the cycle begins again (Class 3 Year C Spring) Science: When a solute dissolves in a solvent, a solution is formed. A solution is a mixture (Class 3)	• Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans • Rivers travel from highland areas (the source) to lowland areas (the mouth) • Human features around rivers include valleys, mountains, hills and vegetation • What an estuary is and the main physical and human uses of estuaries • Why estuaries are such an important habitat and ecosystem for wildlife • Water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is where water collects in lakes or rivers and is taken back to sea • How rivers play such an important part in the water cycle • A river has three courses: upper, middle and lower • Three river processes : erosion, transportation, deposition • Where the famous meander 'Isle of Dogs' is located along the River Thames • How and why the land uses and economic activities of the Isle of Dogs has changed since the time of Henry VIII • Why the port and docks of London declined and closed very quickly in the 1950s and 1960s • Where in the world Bangladesh is located and the rivers that flow through it • Why Bangladesh suffers from serious annual flooding from its rivers • What is being done in Bangladesh to control river flooding	• Formation of other river features (KS3)
Disciplinary knowledge	Explain similarities and differences, using geographical knowledge (Class 2 + 3) Using maps: • Satellite images (Google Earth) • Photographs of places in oblique /plan views • OS maps • Junior atlas	Fieldwork Observing, recording, presenting and interpreting data from five measurements at different stages along a large stream – bank width, water width, bank height above water line, depth and velocity Statistical representation: Drawing and interpreting: line graphs, multiple line graphs, bar graphs and histograms Mapwork Interpreting OS 1:25,000 *Landranger* maps using the key, eight points of the compass, four and six figure grid references, measuring straight line and actual distances using the scale line and constructing contour cross sections Imagery Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro (plotting and following course of river)	Use Geographical Information Systems (GIS) to view, analyse and interpret places and data (KS3)
Vertical concep	• Location & place: Locating countries in Europe and Asia (Class 2 + 3)	• Location & place: Distribution of the world's water	• Location & place: Locational knowledge of Asia and Africa (KS3)
	Key vocabulary: Landscape Course Estuary Profile Habitat Ecosystem Pollution Water cycle Confluence Port Dock Financial businesses Commercial Monsoon		

Class 3 YEAR C Summer **Why are jungles so wet and deserts so dry?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	• A wide range of different natural and human environments at different scales around the world. • Hot deserts have a very hot and dry climate; cold deserts have a very cold and dry climate (Class 1) • The physical and human features of these environments. • The difference between weather and climate. • How climate affects the environment of different places and determines the plants and animals that can live there. • That environments change as a result of both physical and human processes. • That environmental change can be both positive and negative. (Class 1, 2 + 3)	• The difference between weather and climate. • How temperature and precipitation varies across the United Kingdom. • The location and features of the main climate regions of the world. • How climate affects the landscape of different environments. • What a biome is and the name and location of the world's main biomes. • The flora and fauna of the main biomes of the world. • The physical features of the Atacama Desert. • Why Arica in Chile is the driest inhabited place in the world. • Why Manaus in Amazonia is one of the wettest places in the world.	• In addition to global warming, plastic waste and pollution are damaging habitats across the world (Class 2 + 3) • Science: Adaptations that provide an organism with an advantage are more likely survive and reproduce. This is how species evolve (Class 3) • Science: The Earth's tilt creates seasons, and different day lengths and different times of the year (KS3)
Disciplinary knowledge	• Use an atlas to find the right map (Class 1) • Explain similarities and differences, using geographical knowledge (Class 2 + 3) • Express opinions about environmental issues with reasons (Class 3) Using maps: • Satellite images (Google Earth); range of photographs • Junior atlas • Globe	Statistical representation: Interpreting tabular data and constructing climate graphs. Mapwork - Interpreting and annotating thematic distribution maps: Political, relief, population density, pictorial and distribution maps. Imagery Terrestrial, aerial and satellite photographs and GIS *Google Earth Pro*	Using a wider range of thematic maps (KS3) Recognise other map projections (KS3)
Vertical	• Location & place: 7 continents, 5 oceans Location & place: Longitude/latitude (Class 1, 2 + 3)	• Location & place: Locating climate zones and biomes across the world; time zones	• Location & place: Building locational knowledge of Asia and Africa (KS3)
	Key vocabulary: Biodiversity Ecosystem Habitat Pattern Prevailing wind Climate graph Precipitation Flora Fauna Rain forest Equator Desert Convectional Relief rain Drought Adaptation		

Inclusion, equality of opportunity and differentiation

Geography forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with geographical learning and develop as young geographers irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.
Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of Geography and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.
Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Geography including those with special educational needs, those with disabilities and those identified as pupil premium children and those with English as an additional language. Class teachers adapt enquiries to meet the needs of their class, as each cohort is different.
In our differentiation planning we take due regard of factors such as classroom organisation, learning materials, differentiating by task, outcome; learning style and the learning environment. When learning in a different environment such as outside or on fieldtrips, teachers plan so that it is inclusive to all children.

Assessment and Expectations

At St John's the Classes' are mixed Year groups therefore our curriculum is planned in a two year rolling programme for Class 1 and 2 and a three year rolling programme in Class 3.
Each Geography enquiry sets clear objectives, which define the anticipated outcomes for the pupil. If pupils can keep up with our well-sequenced curriculum that has progression built in, they are making progress.

Teachers can check that pupils are keeping up by:

- Formative assessment in lessons
  There are opportunities for formative assessment in the lesson slides provided, and teachers should continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.
- Low-stakes summative assessment
  A post-learning quiz is provided for every unit. These questions usually take the form of multiple-choice questions, and aim to assess whether pupils have learned the core knowledge for that unit. These should also be used formatively, and teachers should plan to fill gaps and address misconceptions before moving on.
- Books and pupil-conferencing
  Talking to pupils about their books allows you to assess how much of the curriculum content is secure. These conversations are used most effectively to determine whether pupils have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units. (They should not be used to assess whether pupils can recall information, as low-stakes quizzes can gather this information more efficiently)

Performance descriptors

EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning. The Early Years outcomes are from 3 and 4 years to ELG. The most relevant Early Years outcomes for geography are taken from the following areas of learning:

Understanding the World.

3 and 4 Year olds

- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception children

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

ELG Understanding the World, People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
-

Key Stage 1 Performance Descriptor

Pupils at the expected level of attainment at the end of Key Stage 1 will be able to:

Identify, describe, compare and contrast and offer reasons for the similarities and differences they observe in the physical and human geographical features of their school grounds, the locality of the school and a number of contrasting environments in the United Kingdom and around the world.

In achieving this pupils will have shown a capacity to use accurately a wide range of basic geographical vocabulary together with simple fieldwork, mapping and aerial imagery techniques to observe, present and communicate geographical information.

Consequently they possess a sound locational knowledge of the basic geographical characteristics of the United Kingdom, the wider world (Continents, Oceans, North and South Poles and the Equator) and can also identify, describe, compare and contrast and suggest reasons for daily weather patterns in the United Kingdom and contrasting hot and cold locations in other parts of the world.

Pupils exceeding the expected level of attainment will, in addition to the above, be able to:

Demonstrate greater understanding by offering more developed explanations (as opposed to reasons) for the location and distribution for some of the physical and human geographical features they observe in their own locality and at contrasting locations.

Furthermore these pupils know in simple terms how some physical and human geographical processes interact to create distinctive features and influence the behaviour of people. In doing this they draw upon, and apply, some specialised subject vocabulary and more demanding fieldwork and graphicacy skills outside and inside the classroom.

Lower Key Stage 2 Performance Descriptor

Pupils at the expected level of attainment at the end of Lower Key Stage 2 will be able to:

Demonstrate geographical understanding by describing and explaining in basic terms the similarities and differences in the physical and human features of their home area and a region in North America, including offering some reasons why both places are changing. They will also be able to locate, describe and explain some of the reasons for the distribution of globally important physical and human geographical features including climate zones, deserts, tropical rain forests, earthquakes and the world's largest urban areas. Additionally they will also be able to identify, describe and explain the significance on a world map and globe of important lines of latitude and longitude, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn together with the Arctic and Antarctic Circle, the Greenwich Meridian and Time Zones.

They will now demonstrate more detailed locational knowledge of the geographical features of the United Kingdom, together with those of the other countries, and locations around the world that they study through their enquiries.

In achieving the above pupils show they understand and apply some specialised subject vocabulary and use effectively more complex techniques to gather, present and communicate geographical information, including digital technologies, inside and outside the classroom.

Pupils exceeding the expected level of attainment will, in addition to the above, be able to:

Demonstrate a more sophisticated understanding of how the lives of people around the world are influenced by physical processes and how people can impact the environment positively and negatively. In doing so they begin to formulate conclusions and make judgements as to the kind of actions people can take to improve and sustain the environment locally and globally.

Upper Key Stage 2 Performance Descriptor

Pupils at the expected level of attainment at the end of Upper Key Stage 2 will be able to:

Demonstrate that they can interpret a range of sources of geographical information including GIS and communicate their knowledge and understanding in a variety of ways e.g. through oracy, maps, numerical and statistical techniques and writing at length.

Through the study of physical features such as rivers and mountains pupils show that they understand how distinct landscapes are formed by natural processes and can make basic informed judgements about some of the challenges and benefits they present to humans.

Pupils show, for example, through investigating the impact of volcanoes in Iceland, the rationale behind Fair Trade and role of National Parks in the United Kingdom that they are able to evaluate information from conflicting viewpoints and perspectives and make their own informed judgments and geographical decisions. In achieving this pupils use mostly specialised subject vocabulary and techniques to communicate their knowledge and understanding.

Pupils exceeding the expected level of attainment will, in addition to the above, be able to:

Make and justify more informed and subtle judgements about geographical issues they study such as the issue of climate change, which draws upon some of their own research and ideas. These pupils will also demonstrate a capacity to on occasion question the validity and trustworthiness of sources of information they use as well as generating further questions of their own to investigate. Both their oral and written narrative will draw upon a comprehensive range of specialist subject vocabulary and more advanced data collection, presentation and interpretation techniques both inside and outside the classroom.

Connecting Geography to other areas of the curriculum

In our long term planning we have made meaningful links with other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the geographical understanding of our pupils.

Making links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in Geography for each stage of learning. For example, the primary objective of applying key literacy and numeracy conventions to Geography is to enable our pupils to achieve more and better in Geography – i.e. to develop as young geographers.

To this end, we must ensure that high standards of literacy and numeracy when applied to Geography result in equally and appropriately high standards of geographical subject attainment.