



Progression Documents

Geography

Curriculum Overview: Learning for life



We are **CONFIDENT COMMUNICATORS** who listen and share our ideas confidently.
 We are **RESILIENT RESEARCHERS** who don't give up and learn from our mistakes.
 We are **ASPIRATIONAL AMBASSADORS** who strive to be the best we can be.
 We are **COLLABORATIVE CITIZENS** who work together and respect others.

| Intent | Implementation | Impact |
|---|--|--|
| <p>As a school we provide Geography for all registered pupils, including those in reception classes.</p> <p>Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into our Geography curriculum and which statements from the 2020 Development Matters are prerequisite skills.</p> <p>KS1 and KS2: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.</p> <p>At Spalding St Pauls Primary School we use the United Learning Curriculum as a base to form our teaching as it is designed to take account of statutory requirements and curriculum research. The core content – the ‘what’ – of the curriculum is stable, but as a school we will bring it to life in our own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of our own classes, school and community.</p> <p>Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart.</p> <p>Our Curriculum for Geography provides all children, regardless of their background, with:</p> <ul style="list-style-type: none"> • Relevant and coherent substantive knowledge of the world that is built gradually using subject-specific pedagogy from EYFS to Year 6 and beyond. • Substantive knowledge – both conceptual and procedural – is selected to build pupils’ understanding of three geographical vertical concepts: Space and Place; Physical Processes; Human Processes. • A balanced view of the countries of the world, to address or event preempt misconceptions and negative stereotypes. • Explicit teaching of 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. | <p>The Early years Foundation Stage (EYFS) follows the ‘Development Matters’ in the EYFS guidance. In EYFS Geography is taught as part of ‘Understanding of the World’ and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, Geography is taught as a discreet subject every week, every other term, to allow time to embed skills in the subject.</p> <p>The Teaching Sequence Within each Subject Our Curriculum has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge.</p> <p>Within the Unit</p> <ol style="list-style-type: none"> 1. KNOWLEDGE ORGANISER: A knowledge organizer is provided to show coverage of each unit of work, outlining key fact to be covered over the unit of work and key vocabulary. Each unit clearly sets out the knowledge that should be taught and reviewed in the sequence of lessons. Each unit is planned to cover six lessons 2. PRE-UNIT ASSESSMENT: Each unit of work begins with a pre-learning quiz. <p>Within the Lesson</p> <ol style="list-style-type: none"> 3. SUBJECT OVERVIEW: At the start of a lesson children are reminded about the subject being taught and what this covers (e.g. Geography is the study of places. It teaches us to how they are affected by human activity. As a geographer we will know ...) 4. FLASHBACK: Each lesson begins with a flashback to recap prior knowledge of the unit, previous units or previous years learning. 5. VOCABULARY: Subject specific key vocabulary is then taught which will be covered in the lesson. See word aware books for more information. 6. MAIN TEACHING: (‘I do’, ‘We do’, and ‘You do’). During the main teaching, content broken down into small steps of ‘I do’, ‘We do’, and ‘You do’ to allow for modelling, guided practice and independent practice. 7. RECAP: At the end of the lesson children will have an opportunity to recap on the knowledge they have been taught throughout the session. <p>End of the Unit</p> <ol style="list-style-type: none"> 8. ASSESSMENT: At the end of a unit of work children will carry out a post-learning quiz to see how much knowledge they have maintained and so teachers can pick up any misconceptions and fill gaps where needed. This assessment will inform end of unit summative assessments. | <p>Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum.</p> <p>It is not about lots of tests, or meticulously comparing pupils’ outcomes at the start and end of each unit.</p> <p>If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!</p> <p>The Curriculum has this progression built in, and teachers and subject leads monitor how well pupils are keeping up with it.</p> <p>This can be done through: Formative assessment in lessons There are opportunities for formative assessment in the lesson slides, and teachers continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.</p> <p>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 will plan to fill gaps and address misconceptions before moving on.</p> <p>Books and pupil-conferencing Talking to pupils about their books allows school 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).</p> |

Breadth of Study

Breadth of Study EYFS:

| | | | |
|--------------------------|-------------------------|---------------------------------|--|
| Three and Four Year-Olds | Mathematics | | <ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. |
| | Understanding the World | | <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| Reception | Understanding the World | | <ul style="list-style-type: none"> 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 Recognise some environments that are different to the one in which they live. |
| ELG | Understanding the World | People, Culture and Communities | <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. |
| | | The Natural World | <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. |

Breadth of study Key Stage 1:

Pupils should be taught about:

- name and locate the world’s seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Breadth of study Key Stage 2:

Pupils should be taught about:

- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- 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
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- 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.

Alignment to the National Curriculum: KS1




| Locational knowledge | |
|---|---|
| Name and locate the world's seven continents and five oceans | Y1 Sum: There you are |
| Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | Y1 Spr: Where we are |
| Place knowledge | |
| Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | Y1 Sum: There You Are |
| Human and physical geography | |
| Identify seasonal and daily weather patterns in the United Kingdom | Y1 Aut2 Science: Seasonal changes |
| Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Y2 Spr: Hot and cold deserts |
| Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 port | Y1 Aut: Here I am Y1 Spr: Where we are Y2 Sum: Rivers, seas and oceans |
| Geographical skills and fieldwork | |
| Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | Y1 Sum: There you are Y2 Sum: Rivers, seas and oceans |
| Use simple compass directions (North, South, East and West) | Y2 Aut: Minimappers |
| Use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map | Y1 Aut: Here I am |
| Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | Y2 Sum: Rivers, seas and oceans |
| Devise a simple map; use and construct basic symbols in a key | Y2 Aut: Minimappers |
| 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 | Y1 Aut: Here I am Y2 Aut: Minimappers |

Alignment to the National Curriculum: KS2

| Locational knowledge | |
|--|---|
| <p>Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities:</p> <ul style="list-style-type: none"> • Europe • North America • South America | <p>Y3 Sum: Looking at Europe and tourism Y5 Aut: Investigating world trade Y4 Aut: Looking at South America and Brazil</p> |
| <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> | <p>Y3 Aut: UK Y5 Spr: Looking at North America and water</p> |
| <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian</p> | <p>Y4 Aut: Looking at South America and Brazil</p> |
| Place knowledge | |
| <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> | <p>Y5 Spr: Looking at North America and water</p> |
| Human and physical geography | |
| <p>Describe and understand key aspects of physical geography including:</p> <ul style="list-style-type: none"> • Climate zones, biomes and vegetation belts • Rivers • Volcanoes • Mountains • Earthquakes • The water cycle | <p>Y5 Sum: Climate across the world Y5 Spr: Looking at North America and water Y3 Spr: Volcanoes Y3 Aut: UK Y4 Sum: Earthquakes Y5 Spr: Looking at North America and water</p> |
| <p>Describe and understand key aspects of human geography including:</p> <ul style="list-style-type: none"> • Types of settlement and land use • Economic activity including trade links • Distribution of natural resources including energy, food, minerals and water | <p>Y3 Aut: UK Y5 Aut: Investigating world trade Y5 Sum: Investigating world trade; Y5 Spr: Looking at North America and water</p> |
| Geographical skills and fieldwork | |
| <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p><i>[See the last column in Disciplinary Knowledge to see when each map type is introduced]</i></p> |
| <p>Use the eight compass points</p> | <p>Y3 Aut: UK</p> |
| <p>Four-figure grid references</p> | <p>Y5 Aut: Investigating world trade</p> |
| <p>Six-figure grid-references</p> | <p>Y6 Sum: I am a geographer</p> |
| <p>Symbols and key (including OS maps)</p> | <p>Y3 Aut: UK</p> |
| <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> | <p>Y2 Aut: Minimappers; Y6 Sum: I am a geographer</p> |

Vertical Concepts

Vertical concepts are the more abstract ideas or threads that build gradually and with increasing depth across the multiple contexts encountered by pupils as they move through our curriculum.

| Space and Place  | | Physical Processes  | | Human Processes  | | |
|--|--|--|-----------------------|---|--------------------------|-----------------------|
| Understanding Space & Place in our World | | Earth, Science & Geology | Environmental Science | Use of Resources | Population & Communities | Economy & Development |
| <p>Developing an understanding of space through ideas related to location, distribution, pattern and distance.</p> <p>Developing a sense of place and character through ideas related to identity, home, community, landscapes and diversity, and examining a range of case studies from across the globe.</p> | | <p>How the Earth's natural processes shape and change the surface of the Earth. This includes both Geology & Earth Science aspects, such as the structure of the Earth and physical features we see on the land, as well as Environmental Science aspects, such as the weather and our changing climate. Both of these are threaded through the science curriculum too.</p> | | <p>The processes and phenomena that are caused by or relate to people, including our Use of Resources; the distribution and changes to Population & Communities; and the features of Economy & Development.</p> | | |

Disciplinary Knowledge

Substantive Knowledge (Conceptual and Procedural)

In the Curriculum for Geography, we have categorised substantive knowledge into two types:

- **Conceptual**
- **Procedural**

By conceptual knowledge we mean the core geographical facts of a particular unit, for example that Biomes are large ecosystems that contain specific species of organisms.

Procedural knowledge refers to the skills of being a geographer, such as how to use different types of map, or interpret and construct graphs.

Disciplinary Knowledge

Disciplinary knowledge refers to how geographers carry out their discipline and the thought processes required to do so.

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|--------------------------------|---------------------------|-------------------------|---------------------------|------------------------|
| Enquiry & Fieldwork | Making Comparisons | Interconnections | Forming Judgements | Decision making |
|--------------------------------|---------------------------|-------------------------|---------------------------|------------------------|

| Vertical Concepts | | | | | | | |
|--------------------|--------------------------|--|---|--|--|--|---|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Human Processes | Uses of Resources | <ul style="list-style-type: none"> Human features are man-made. They include settlements, shops, houses and offices. Rural means countryside, urban means towns and cities. | <ul style="list-style-type: none"> Human use of land depends on physical features. Land use is how land is used by humans. Overfishing is damaging biodiversity in the oceans. Harbours are found (and ports can be found) where the land meets the sea. | <ul style="list-style-type: none"> National Parks are a human feature. Humans use most of land around volcanoes for agriculture. Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area. Human impacts can be social, economic, environmental. | <ul style="list-style-type: none"> Human uses of products of the tropical rainforest include wood, food and medicine. Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging. | <ul style="list-style-type: none"> There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. Agriculture has moved from subsistence to commercial. Land use around a river changes from the upper course to the lower course. Human use of fossil fuels and other resources (renewable and non-renewable). | <ul style="list-style-type: none"> Adaptation to and mitigation against climate change. |
| | Population & Communities | <ul style="list-style-type: none"> Settlements can be villages, towns, cities, depending on size. The population of rural areas is smaller than urban areas. | <ul style="list-style-type: none"> Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place. | <ul style="list-style-type: none"> Settlements can be hamlets, villages, towns and cities, depending on their size. Human impacts can be social, economic and environmental. | <ul style="list-style-type: none"> Indigenous people are the first people who lived in the place and the generations of people who came after, such as the Kayapo people in the Amazon Rainforest. Humans adapt to living in earthquake-prone areas. | <ul style="list-style-type: none"> Population density as a result of climate zones | <ul style="list-style-type: none"> Migration is the process of moving from one place to another. People migrate because of push and pull factors. Voluntary migration usually happens because of economic or social factors. Forced migration happens as a result of life-threatening events, such as conflict or physical disasters. Human settlements change or develop based on external factors (both human and physical). |
| | Economy & Development | <ul style="list-style-type: none"> Rural areas include farmland. This can be for either pastoral or arable farming. There are poorer and wealthier areas in every city. | <ul style="list-style-type: none"> Agriculture is the word used to describe the practice of farming. Land can be used for economic purposes, including agriculture, factories and leisure. Ports are places where traded goods are unloaded and loaded. Humans use seas and oceans for economic and leisure uses. The main economic use is trade. | <ul style="list-style-type: none"> Tourism is the business of supporting and encouraging people to visit a place for fun. Human impacts can be social, economic and environmental. | <ul style="list-style-type: none"> Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists. Countries can be classified as low-, medium-, or high-income countries (LIC, MIC, HICs). They appear in all continents. | <ul style="list-style-type: none"> People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary. HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels. 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. Fairtrade is a way of ensuring farmers are paid a fair price. | <ul style="list-style-type: none"> Economic aspects of climate change mitigation and adaptations. |
| Physical Processes | Earth Science & Geology | <ul style="list-style-type: none"> Geography: We live on the Earth. Geography: Physical features occur in nature and include river, forest, soil and hill. Geography: Coastal areas are areas of land that are near the sea. Features in coastal areas include beach, cliff, sea and ocean. Science: Some plants grow in soil. | <ul style="list-style-type: none"> Geography: Features of hot deserts include rocks, sand dunes and oases. Features of cold deserts include mountains and ice sheets. Geography: Rivers travel from highland areas to lowland areas. Physical features around rivers include valleys, mountains, hills and vegetation. | <ul style="list-style-type: none"> Science: Rocks are formed when placed under pressure. Science: Much of the solid surface of the Earth is covered in soil, which is a mixture of pieces of rock of various sizes and the remains of organisms. Some soil also contains air, water and some nutrients. Science: There are three main kinds of rock, igneous, sedimentary and metamorphic, with different composition and properties. Geography: There are several mountain ranges in the UK. Geography: The Earth has four layers. Its upper layer of tectonic plates move. Geography: Shield and composite volcanoes can form at plate boundaries, which produce lava, pyroclastic flows and lahars. Geography: Soil is rich with nutrients around volcanoes. | | <ul style="list-style-type: none"> Geography: Examples of natural resources include wood, food, water and fossil fuels. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. Geography: Natural resources are unevenly distributed across the world and can be renewable or non-renewable (finite). Geography: The upper course of a river is in high, mountains ground and the river is narrow and fast flowing. The lower course of a river is in low, flat ground and the river is wide and slow flowing. The middle course is between the two. Geography: Rivers erode, transport and deposit to form waterfalls, meanders and floodplains. | <ul style="list-style-type: none"> Geography: Use of fossil fuels to create plastics, and the effects this can have on the Earth. |
| | Environmental Science | <ul style="list-style-type: none"> Science: The weather can change rapidly. The four different seasons have different weather patterns. | <ul style="list-style-type: none"> Geography: The weather is short-term. Climate is long-term summary of the weather conditions. Geography: Precipitation is the fall of water as rain, sleet, snow or hail. Geography: Deserts are places where there is very little precipitation. Science: There is air all around us on Earth. Air has oxygen in it. Science: Global warming describes the increase in average temperatures on Earth. | <ul style="list-style-type: none"> Science: Air has carbon dioxide in it. | <ul style="list-style-type: none"> Science: The water cycle involves evaporation of water from oceans and condensation of water, which falls as precipitation. Geography: The layer of air around the Earth is called the atmosphere. Geography: Atmospheric circulation causes some areas on Earth to have higher levels of precipitation than others. Geography: Tropical rainforests are places where there is lots of precipitation. | <ul style="list-style-type: none"> Science: Air is a mixture of lots of different gases, including oxygen and carbon dioxide. Geography: The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. Geography: Water cycle: Evaporation from the air and transpiration from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. Geography: Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains. Geography: Biomes are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts. Science: There is less and less air further away from the Earth's surface. Geography: The natural greenhouse effect, the enhanced greenhouse effect, global warming and resulting climate change. Geography: The increase in frequency of extreme weather events like heatwaves and drought as a result of climate change. | <ul style="list-style-type: none"> Geography: Mitigation and adaptation are ways that humans can reduce and live with the effects of climate change. |

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|---|---|---|--|---|---|--|
| Space & Place Understanding Space & Place in our World | <ul style="list-style-type: none"> The UK is made of four countries: England, Scotland, Wales and Northern Ireland. The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica) | <ul style="list-style-type: none"> Location is a point on a map. Place is the emotional attachment to a location, developed through character and identity. Hot deserts are usually near the Equator; cold deserts are usually near the North Pole or South Pole. There are five oceans in the world. The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. The seas around the UK flow into the Atlantic Ocean. | <ul style="list-style-type: none"> The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland. England and the UK are split into regions in England and the UK are split into counties. There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales). The three longest rivers in the UK are the Severn, Thames and Trent. The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist. Europe is made up of 50 countries; Russia is split across Asia and Europe. There are similarities and differences between different places, even if they have similar physical and/or human features. | <ul style="list-style-type: none"> South America is made up of 12 countries | <ul style="list-style-type: none"> North America is located to the west of Europe and is the third largest continent. North America is made up of 23 countries in the Caribbean, Central America, and Northern America. Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers. Locating climate zones and biomes. | |
| | Case Studies | <ul style="list-style-type: none"> Europe: Local area. Africa: Kenya. | <ul style="list-style-type: none"> Africa: Sahara Desert Antarctica: Antarctic Desert | <ul style="list-style-type: none"> Europe: Region in UK North America: La Soufriere Europe: Etna Europe: Amalfi Coast Europe: Graian Region | <ul style="list-style-type: none"> South America: Rio de Janeiro South America: Amazon Rainforest North America: Haiti Asia: Japan | <ul style="list-style-type: none"> Africa: Côte d'Ivoire |

| Disciplinary Knowledge / Procedural | | | | | | |
|-------------------------------------|---|---|--|--|--|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Scale & Perspective | <ul style="list-style-type: none"> Recognise that our home, our school and our community are at the local scale. Interpret and give locations and directions using language of left, right, near and far. Recognise that our home, our school and our community are at the local scale, UK and countries are at the national scale. Recognise that our home, our school and our community are at the local scale; UK and countries are at the national scale; and continents are at the global scale. | <ul style="list-style-type: none"> Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2). Draw a sketch map of a route with some approximate scale and features in correct order. Know that scale is used to show size proportionally. | <ul style="list-style-type: none"> Recognise that world maps can be drawn from different perspectives, and different perspectives are useful for different tasks. Say whether a map is at the local, national or global scale. Spatially match locations on maps of different scales. | <ul style="list-style-type: none"> Draw an object (trees in the tropical rainforest) to scale. | <ul style="list-style-type: none"> Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units). | <ul style="list-style-type: none"> Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units). |
| Map Skills | <ul style="list-style-type: none"> Draw a route on a map and label features in correct order. Use a simple map (Google maps) in a plan view. Identify land and water on a map. Identify country boundaries on a map. Use photographs of places in oblique view. The Equator is an imaginary line across the Earth. Use an infant atlas. Use and interpret 2 compass points (north and south). | <ul style="list-style-type: none"> Use and interpret 4 compass points (north, south, east and west). Give and interpret basic OS map symbols. Use satellite images (Google Earth) in a plan view. Use aerial photographs of places in a plan view | <ul style="list-style-type: none"> Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW). Identify county boundaries on a map Know that political maps should human boundaries and features, and physical maps show physical boundaries and features. Use OS maps Use physical maps Use world maps drawn in Pacific-centred view. Identify a range of political and physical boundaries. Use a junior atlas. | <ul style="list-style-type: none"> Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres. Locate places and features using letter and number coordinates on a map. | <ul style="list-style-type: none"> Locate places using 4-figure grid references on OS maps. Use thematic maps (showing climate zones and population density). | <ul style="list-style-type: none"> Locate places and features using 6-figure grid references on OS maps. |



Overview Document

GEOGRAPHY OVERVIEW

| | Autumn 1 | Spring 1 | Summer 1 |
|---------------|---|---|--|
| Year 1 | <p>Here I am</p> <p>Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p> | <p>Where we are</p> <p>Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p> | <p>There you are</p> <p>Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p> |
| Year 2 | <p>Mini Mappers</p> <p>Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p> | <p>Hot and cold deserts</p> <p>Locating hot and cold deserts, and identifying common physical and human features</p> | <p>Rivers, seas and oceans</p> <p>Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p> |
| Year 3 | <p>United Kingdom</p> <p>Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.</p> | <p>Volcanoes</p> <p>Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p> | <p>Looking at Europe and Tourism</p> <p>Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas</p> |
| Year 4 | <p>Looking at South America and Brazil</p> <p>Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro.</p> | <p>Tropical rainforests</p> <p>Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p> | <p>Earthquakes and human settlements</p> <p>Understanding why earthquakes take place and what effects they had in Haiti and Japan</p> |
| Year 5 | <p>Investigating world trade</p> <p>Understanding the distribution of the world's natural resources and these are traded between places across the world</p> | <p>Looking at North America and Water</p> <p>Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.</p> | <p>Climate across the world</p> <p>Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.</p> |
| Year 6 | <p>Improving the environment</p> <p>Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.</p> | <p>On the move</p> <p>Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.</p> | <p>I am a geographer</p> <p>Posing questions, completing fieldwork and presenting a geographical investigation</p> |