Geography Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Marvellous Me 	Theres no place like home 	Once upon a time 	Life on the farm 	A pirates life for me 	Commotion in the ocean 
KS1 Year A			**What is it like here?**  **What excites me about the future?** 		**Would you prefer to live in a hot or cold place?**  **What is true happiness?** 	
KS1 Year B	**What is the weather like in the UK?** 					
LKS2 Year A			**Are all settlements the same? (Stoke)**  **What is the purpose of the earth?** 			
LKS2 Year B			**Why are rainforests important to us?** 		**Why do people live near volcanoes?** 	

		How do we know we've found all of the colours or the world? 	Why do people have to suffer? What is pain? 
UKS2 Year A		Why do oceans matter?  What is a perfect world and how would we achieve it? 	Why do populations change?  Where does your identity come from? 
UKS2 Year B		Where does energy come from?  What lasts forever? 	

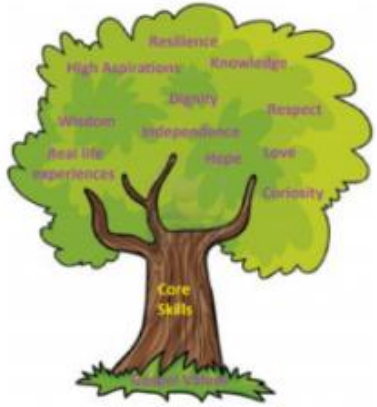
Intent, Implementation and Impact

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.

Intent

All areas of our curriculum are underpinned by our Gospel values, and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills progress as you move through the school. Knowledge is communicated to ensure coverage of National curriculum, and it is through this knowledge that children apply their skills. Children at St Giles' and St George's leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Giles' and St George's Geography learning journey is to inspire all pupils develop their knowledge of the world, an understanding where they live and their impact on our lives today and as a result understand how they can make a positive impact on the world. We focus on developing the skills, knowledge and understanding that children need in order find out about the world, so they have the skills to continually develop their skills and knowledge throughout their lives.



Implementation

St Giles' and St George's Geography Learning Journey focuses on a spiral curriculum model where previous skills and knowledge are revisited and built upon. Over the course of the journey, children will focus on both declarative and procedural knowledge. Declarative knowledge in Geography is the factual knowledge surrounding the world we live in. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying their geographical map skills in another context.

Geography is taught on alternate terms and for an hour a week or two hours every two weeks. At the start of each unit of work, children answer the key question using the knowledge that they already have. In lessons, children take part in active learning to begin building their schema and foundational knowledge. These lessons are a balanced with strategies to encourage deeper learning. Assessment or feedback focuses on misconceptions and next steps for learning. At the start of the topic, children complete an explore mind map to answer the key question. The following lessons in the unit are enquiry based to draw out misconceptions and build on prior learning. At the end of the topic, the children answer the key question in a review mind map which allows the children the opportunity to show the knowledge they have learnt. Work is recorded in an exercise book and marked in line with the marking policy.

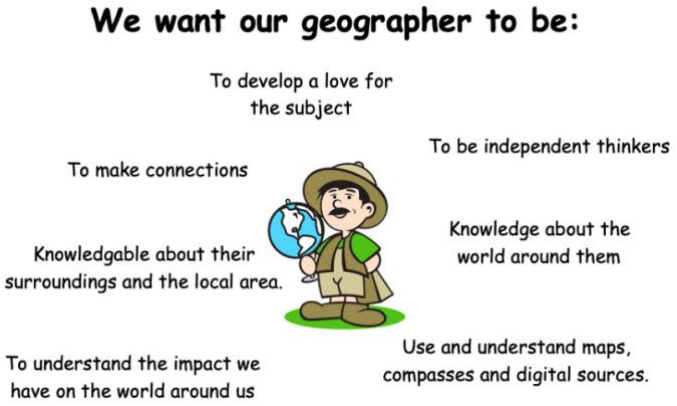
The layout of a geography lesson should appear in the following format:

1) A geography slide with title of topic and lesson number
2) L.I focus and key vocabulary slide
3) Explore
4) Teach
5) Practice
6) Apply/activity
7) Recap

Impact

In addition to the outcomes shown on our curriculum tree the specific impact of the St Giles' and St George's Geography Learning Journey is that children will (as stated in the national curriculum):

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching using the assessment framework at the end of this document. A best fit approach to statements achieved results in an end of year summative grade.

EYFS

Geography is taught as part of the Understanding of the World area of the EYFS learning and development. Children in Reception will explore a range of geographical skills and questions through their theme for the half term. Where appropriate, lessons will take the same form as the rest of the school: explore, teach, practise, apply and review. There will then be an independent activity relating to the input. All classrooms have an investigation station. As part of this, geography based enhanced provision will be planned for. Children also have access to geography based resources which they are free to use as part of the child-initiated provision. Evidence of these lessons and other learning around geography can be found on Evidence Me linked to the appropriate statements and ELG.

Reception Theme Subject Journey

Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

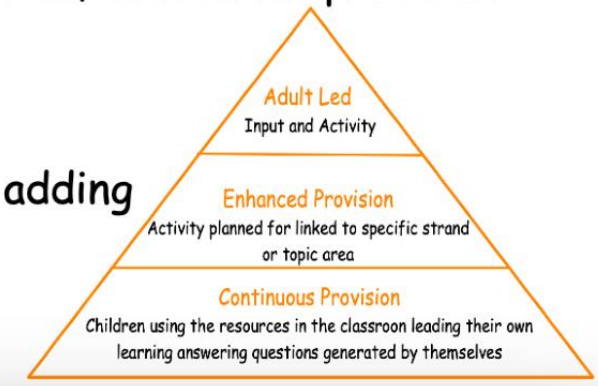
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



ELG	Understanding the World	People, Culture and Communities	• 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	• 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.

GOSPEL VALUES

EYFS **Attentive and Discerning:** What is the weather like at this time of year? **Curious and Active** How does where we live compare to the woods? Earth or the moon, where would you prefer to live? What do I like about where I live? **Faith- filled and Hopeful** Where do I hope to travel to?	**KS1** **Loving and Compassionate** What is there for me to do at the seaside? **Faith- filled and Hopeful** Locate the churches of St Giles and St Georges on a local map. When have I had to have faith and be brave? **Grateful and Generous** What am I thankful for in our world? Are we lucky to live in the United Kingdom?
LKS2 **Grateful and Generous** Is everyone lucky enough to have water? **Curious and Active** How do Earth's actions affect people and the environment? How can we be more conscious of where our food comes from? **Learned and Wise:** What changes can I make to look after our planet?	**UKS2** **Compassionate and loving:** What do I like most about my local area? **Faith filled and hopeful:** How can we protect the Amazon? **Attentive and Discerning:** What changes in the world might take place again that will affect me in my lifetime? **Learned and Wise** How should we look after our land?

Adaptive Teaching Strategies

In our Geography lessons we adjust our lessons using the following strategies:

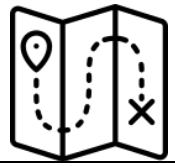
Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
• Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonic maps • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time	• Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time)	• Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies	• Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Geographical Knowledge and Skills

Locational Knowledge			
	KS1	**LKS2**	**UKS2**
Knowledge	To know that the United Kingdom is made up of four countries and their names. To name some characteristics of the four capital cities of the UK To name the capital cities of the four countries of the UK	To know the names of countries and major cities that we have studied. To know the main types of land use (Agricultural, industrial, commercial, residential, recreational and transportation). To start to know the four main types of settlements. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region, the countries with the hottest climates.	To know most counties and cities in the UK. To know that London and the Southeast regions have the largest population in the UK. To start to know all the world's biomes.
Skills	See using maps on progression of skills	See using maps on progression of skills	See maps on progression of skills
Place Knowledge			
	KS1	**LKS2**	**UKS2**
Knowledge	To know that places have similarities and differences.	To know why places, have similarities and differences. To know the negative and positive effects of living near a volcano and impact of an earthquake. To know that climate has an impact on trade and land use.	To know that climate has an impact on trade To know the impact of humans on different environments
Skills	To name similarities and differences between two contrasting towns.	To describe similarities and differences between two contrasting places (size and location)	To describe similarities and differences between two contrasting places (culture and environment)
Human Knowledge			
	KS1	**LKS2**	**UKS2**
Knowledge	To know that human features mean any feature of an area that was made or built by humans. To know that human features change over time. Describing and understanding the differences between a city, town and village.	To know different types of settlement and land use. To know how a locality has changed over time, giving examples human features. To know how humans can impact the environment both positively and negatively.	To know which factors are considered before people build settlements. Recognising geographical issues affecting people in different places and environments. Understanding the distribution of natural resources globally. To know that natural resources can be used to make energy. To know some positive and negative impacts of humans on the environment.
Skills	To identify human features in two contrasting locations. To explain why a settlement has grown in a particular location	Identifying key human characteristics of different types of settlement (key landmarks such as housing, transport and historic landmarks).	Identifying key human characteristics of key cities (key landmarks such as housing, transport and historic landmarks). To explain the impact of trade links on locations To describe geographical issues affecting people.
Physical Features			

	KS1	LKS2	UKS2
Knowledge	To know that physical features mean any feature of an area that is on the Earth naturally. To know the four seasons of the UK. To know that different parts of the UK often experience different weather. To know that weather conditions can be measured and recorded. To know that the Equator is an imaginary line around the middle of the Earth. To know the location of hot and cold places around the world.	To explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. To know the world's biomes and the hottest biomes are found between the tropic of cancer and Capricorn. Understanding some of the causes of climate change. To know that climates can influence the foods able to grow. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.	To know why the ocean is important. To understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. To understand alternative viewpoints to environmental issues. To know environmental issues are linked to climate change.
Skills	To identify physical features in two contrasting locations. Describing how the weather changes with each season in the UK. Describing the daily weather patterns in Newcastle Under Lyme.	To describe how physical features have changed over time. To describe physical features in contrasting locations	To describe how physical features of geographical regions have changed over time. To describe physical characteristics of geographical regions

Geography Progression of Skills

	KS1	LKS2	UKS2
Question 	Recognising there are different ways to answer a question.	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions.
Observe 	Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Observing, recording, and naming geographical features in their local environments.	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
Measure 	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection.
Record 	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.	Using a simplified Likert Scale to record their judgements of environmental quality.
Present 	Presenting data in simple tally charts or pictograms and commenting on what the data shows.	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies
Using maps 	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Labelling some features on an aerial map.	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied To locate features on an OS map.	Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using atlases, maps, globes, and digital mapping to recognise and describe human and physical features Recognising an increasing range of OS symbols on maps and locating features using six-figure grid references

Locational and directional language 	Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass.	Accurately using 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass.
Creating maps 	Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.	Using a simple key on their own map to show an example of both physical and human features.	Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.
Vocabulary 	Human features (buildings, roads, parks, schools) physical features (hills, rivers, trees), survey, map, pictogram, telly chart, ocean, North, South, East and West near, far, left, right, atlas, globe, nation, symbol **(and previous year)**	Geographical features (rivers, forests, urban areas), quantitative data, OS map, fieldwork, compass points (N, E, S, W, NE, SE, SW, NW), scale, aerial photograph, geographical inquiry **(and previous year)**	Biomes, vegetation belts, environment, Likert Scale, settlement, grid reference, urban, rural, aerial images, special distribution, topography, geospatial technology, environmental impact (climate change) **(and previous year)**
Locations to be studied 	UK – Newcastle -under-Lyme, London, Cardiff, Edinburgh, Belfast (**What is the weather like** and **What is it like to live here**) UK – Newcastle under Lyme, North and South Poles and Nairobi (**Hot and Cold place)**	Newcastle under Lyme and local area (local woodland study) and South America - Amazon – **Why are rainforest important to us?** Iceland– **Why do people live near Volcanoes?** Newcastle under Lyme and local area and New Delhi – **Are all settlements the same?**	North America – USA- **Where does energy come from** Australia/ Great Barrier Reef – **Oceans** UK – **Population change**

National Curriculum links

KS1			LKS2			UKS2		
Would you prefer to live in a hot or cold place?	**What is it like to live here?**	**What is the weather like in the UK?**	**Are all settlements the same?**	**Why are rainforests important to us?**	**Why do people live near volcanoes?**	**Why do oceans matter?**	**Why do populations change?**	**Where does energy come from?**
Name and locate the world's seven continents and five oceans. Compare 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 and key human features. Use world maps, atlases and globes to identify countries, continents and oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to key physical features and key human features. Use world maps, atlases and globes to identify countries, continents and oceans. 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	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions 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 world maps, atlases and globes to identify the UK. 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	Identify seasonal and daily weather patterns in the UK. 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.	Locate the world's countries, using maps to focus on Europe 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 UK, 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. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 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 UK and the wider world.	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation, rivers and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.	Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical geography, including: belts, volcanoes and earthquakes. Describe and understand key aspects of: human geography, including: types of settlement and land use, energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.	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 UK, 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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,	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. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including	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 UK, 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 UK, a region in a European country, and a region within North or South America. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including

			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.			including sketch maps, plans and graphs, and digital technologies.	energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.	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 UK 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.

Topic Overviews (for planning and assessment)

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 **What is it like here?** What excites me about the future		
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. 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.	Recognising there are different ways to answer a question. To know that the United Kingdom is made up of four countries and their names. To name some characteristics of the four capital cities of the UK To name the capital cities of the four countries of the UK Using an atlas to locate the four capital cities of the UK (Belfast, London, Cardiff and Edinburgh). Recognising some human features in Newcastle-Under-Lyme (housing, town, cinema and shops). To know that human features mean any feature of an area that was made or built by humans. To know that human features change over time. Describing and understanding the differences between a city, town and village. To know that physical features mean any feature of an area that is on the Earth naturally. Recognising some physical features in two contrasting locations. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map using symbols to represent human and physical features. Use world maps, atlases and globes to identify the United Kingdom Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Labelling some features on an aerial map. To explain why a settlement has grown in a particular location	Observing, recording and naming geographical features in their local environments. Use atlases, globes, satellite images and beginning to use digital mapping to locate countries studied. Labelling some features on an OS map.
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, **Human Features:** buildings, roads, parks, schools etc. **Physical features:** hills, rivers, trees		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 **Would you prefer to live in a hot or cold place?** What is true happiness?		

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. 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.	Recognising there are different ways to answer a question. Using a world map, globe and atlas to locate all the world's seven continents and five oceans. Naming some key similarities and differences between Newcastle under Lyme and another town. Describing and begin to explain some key similarities and differences between two different countries. To know that human features mean any feature of an area that was made or built by humans and to know that they change over time. Describing and understanding the differences between a city, town and village. To know that physical features mean any feature of an area that is on the Earth naturally. Describing what physical features may occur in a hot place in comparison to a cold place. To know that the Equator is an imaginary line around the middle of the Earth. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Use world maps, atlases and globes to identify continents and oceans studied Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. To know that places have similarities and differences. To know the location of hot and cold places around the world.	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass.
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, **Human Features:** buildings, roads, parks, schools etc. **Physical features:** hills, rivers, trees		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 **What is the weather like in the UK?**		
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. 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.	Describing the daily weather patterns in Newcastle Under Lyme. Using an atlas to locate the four capital cities of the UK. Describing and understanding the differences between a city, town and village. To that physical features mean any feature of an area that is on the Earth naturally. Describing how the weather changes with each season in the UK. Describing the daily weather patterns in Newcastle Under Lyme. To know the four seasons of the UK. To know that different parts of the UK often experience different weather. To know that weather conditions can be measured and recorded. Recognising there are different ways to answer a question. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Observing, recording and naming geographical features in their local environments Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing.
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, **Human Features:** buildings, roads, parks, schools etc. **Physical features:** hills, rivers, trees		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
LKS2 **Are all settlements the same?**		

Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Drawing a simple sketch map and using symbols to represent human and physical features. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Beginning to choose the best approach to answer an enquiry question. Observing, recording, and naming geographical features in their local environments. Designing a questionnaire / interviews to collect quantitative fieldwork data. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. To locate features on an OS map. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. To know the names of countries and major cities that we have studied. To know the main types of land use (Agricultural, industrial, commercial, residential, recreational and transportation). To start to know the four main types of settlements. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in different countries. Describing and begin to explain similarities and differences between two contrasting places. To know how climates have an impact on land use. To know different types of settlement and land use. Describing how a locality has changed over time, giving examples human features. Identifying key human characteristics of different locations (key landmarks such as housing, transport and historic landmarks). Describing how physical features has changed over time To know why places, have similarities and differences. To describe physical features in contrasting locations	Developing their own enquiry questions Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question Using an aerial photograph to draw a simple sketch map using basic symbols for a key.
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, qualitative data, OS map, fieldwork, scale, aerial photograph, geographical inquiry **Human Features:** buildings, roads, parks, schools etc. **Physical features:** hills, rivers, trees, forests,		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
LKS2 **Why are rainforests important to us?**		
Recognising there are different ways to answer a question. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries continents and oceans studied. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Beginning to choose the best approach to answer an enquiry question. Designing a questionnaire / interviews to collect quantitative fieldwork data. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. To know the names of countries and major cities that we have studied. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region, the countries with the hottest climates.	Developing their own enquiry questions. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry- based question.

	Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in different countries. Describing and explaining similarities and differences between two countries (Size, location) To know how climates have an impact on land use. Describing how humans can impact the environment both positively and negatively. Identifying key human characteristics of different locations (key landmarks such as housing, transport and historic landmarks). Describing how physical features has changed over time To know the world's biomes and the hottest biomes are found between the tropic of cancer and Capricorn). . To know that climates can influence the foods able to grow. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.	
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, qualitative data, OS map, fieldwork, scale, aerial photograph, geographical inquiry **Human Features:** buildings, roads, parks, schools etc. **Physical features:** hills, rivers, trees, forests,		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
LKS2 **Why do people live near volcanoes?**		
Recognising there are different ways to answer a question. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, oceans and continents studied. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Beginning to choose the best approach to answer an enquiry question. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. To know the names of countries and major cities that we have studied. Locate countries using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in different countries.. To know the negative and positive effects of living near a volcano and impact of an earthquake. To know how humans can impact the environment both positively and negatively. Identifying key human characteristics of different locations (key landmarks such as housing, transport and historic landmarks). Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	Developing their own enquiry question. Selecting appropriate methods for data collection. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features of different countries.
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, qualitative data, OS map, fieldwork, scale, aerial photograph, geographical inquiry **Human Features:** buildings, roads, parks, schools etc. **Physical features:** hills, rivers, trees, forests,		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
UKS2 **Why do oceans matter?**		

Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, oceans and continents studied. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Observing, recording, and naming geographical features in their local environments. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. To locate features on an OS map. Using a simple key on their own map to show an example of both physical and human features. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass.	Developing their own enquiry questions Selecting appropriate methods for data collection. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Accurately using 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. To start to know all the world's biomes. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features of different countries. Describe and explain the similarities and difference between England and another country (culture and environment). To know some positive and negative impacts of humans on the environment. To know why the ocean is important. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. To understand alternative viewpoints to climate change.	[redacted]
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, qualitative data, OS map, fieldwork, scale, aerial photograph, geographical inquiry, biomes, vegetation belts, environment, Likert Scale, settlement, grid reference, urban, rural, topography, geospatial technology, environmental impact (climate change) **Human Features:** buildings, roads, parks, schools etc. **Physical features:** hills, rivers, trees, forests,		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
UKS2 **Why do populations change?**		
Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, oceans and continents studied. Observing, recording, and naming geographical features in their local environments. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. To locate features on an OS map. Using a simple key on their own map to show an example of both physical and human features. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Developing their own enquiry questions Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Confidently locating features using the 8 points of a compass. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key To know most counties and cities in the UK. To know that London and the Southeast regions have the largest population in the UK. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features of different countries. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Understanding how climates impact on trade. Describe and explain similarities and difference between two environmental regions studied (culture and environment).	[redacted]

	To know which factors are considered before people build settlements. To explain the impact of trade on locations To know some positive and negative impacts of humans on the environment. Identifying key human characteristics of key cities (key landmarks such as housing, transport and historic landmarks). Identifying physical characteristics of the geographical regions. To describe how physical features of geographical regions have changed over time.	[redacted]
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, qualitative data, OS map, fieldwork, scale, aerial photograph, geographical inquiry, biomes, vegetation belts, environment, Likert Scale, settlement, grid reference, urban, rural, topography, geospatial technology, environmental impact (climate change) **Human Features:** buildings, roads, parks, schools etc. **Physical features:** hills, rivers, trees, forests		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
UKS2 **Where does energy come from?**		
Beginning to choose the best approach to answer an enquiry question. Designing a questionnaire/interviews to collect quantitative fieldwork data. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, oceans and continents studied. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Observing, recording, and naming geographical features in their local environments. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. To locate features on an OS map. Using a simple key on their own map to show an example of both physical and human features.	Developing their own enquiry questions Selecting appropriate methods for data collection. Using a simplified Likert Scale to record their judgements of environmental quality. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features of different countries. To know environmental issues are linked to climate change. Understanding how climates impact on trade. Describe and explain similarities and difference between two environmental regions studied (culture and environment). Recognising geographical issues affecting people in different places and environments. Understanding the distribution of natural resources globally. To know some positive and negative impacts of humans on the environment. To understand alternative viewpoints to climate change.	[redacted]
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, qualitative data, OS map, fieldwork, scale, aerial photograph, geographical inquiry, biomes, vegetation belts, environment, Likert Scale, settlement, grid reference, urban, rural, topography, geospatial technology, environmental impact (climate change) **Human Features:** buildings, roads, parks, schools etc. **Physical features:** hills, rivers, trees, forests		