



Curriculum:

Progression in Geography



INTENT - The Geography Curriculum

Geography ties closely with our school curriculum aims – through it pupils can learn to be change-makers, to be happy and healthy, inquisitive and creative. For this reason, it is our ambition for our pupils to leave Hunton and Arrathorne School with a love of geography which will last them a lifetime.

Through our geography curriculum it is our intent that children will deepen their knowledge, both of the immediate locality and of the wider world. Through carefully chosen key questions they will develop their geographical enquiry skills and gain knowledge which will last them a lifetime.

Furthermore, we have adapted the geography curriculum at our school to be bespoke to the children's experiences and the geographical location of the school. For example, KS1 children begin by looking at why their local town of Bedale is special, whilst Upper Key Stage 2 children take advantage of our location close to the Yorkshire Dales to answer 'Why is the Yorkshire Dales a tourist honey-pot?' When studying localities, comparisons will always be drawn to our specific location – relevant links drawn between key features of North Yorkshire such as the Yorkshire Dales, the North Yorkshire Moors, the Pennines and the history of Jorvik.

It is our aim for children to leave our schools as competent geographers having a broad opportunity to practise skills and a regular diet of fieldwork, the opportunity to experience geography in context and have the fundamental knowledge of the UK and wider world they will need in later life. We also to inspire children as geographers through topics which will engage them such as investigating natural disasters and the impact of tourism. Geography is everywhere!

IMPLEMENTATION - Progression in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Name and locate the four countries of the United Kingdom on a simple map or globe.</p> <p>Recognise London as the capital city of the UK.</p> <p>Begin to identify the child's own town/village and place it within the UK.</p> <p>Be introduced to the idea of continents using globes and songs.</p> <p>Begin to name some continents (e.g. Europe, Africa).</p> <p>Learn about one non-European country</p>	<p>Recall and locate the four countries of the UK and name their capital cities (London, Edinburgh, Cardiff, Belfast).</p> <p>Name and locate all seven continents on a world map and globe.</p> <p>Be able to locate a non-European country on a map (e.g. Australia, Brazil, Kenya).</p> <p>Describe key geographical features of a non-European country (e.g. desert, rainforest, mountains).</p>	<p>Learn how to use atlases and maps; begin by locating their own county and neighbouring counties.</p> <p>Equator, North Pole, South Pole, and Hemisphere.</p> <p>Identify and name all seven continents and five oceans.</p> <p>Focus on where Europe is and identify the UK.</p>	<p>Locate at least 5–10 counties and begin to associate them with cities (e.g., Greater Manchester, West Yorkshire).</p> <p>Confident use of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Study how rivers and mountains shape human activity (e.g., settlements near rivers).</p>	<p>Begin to name and place counties from memory, using surrounding features as clues (e.g., "Yorkshire is northeast of Derbyshire").</p> <p>UK cities – describe in more depth:</p> <p>Two or three detailed city case studies (e.g., Glasgow and York), including geography, economy, and culture.</p> <p>Locate Tropic of Cancer, Tropic of Capricorn, Greenwich Meridian (GMT), Arctic/Antarctic Circle. Apply them in map descriptions.</p>	<p>Accurately place most UK counties and their relationships to cities and landmarks.</p> <p>Apply all key terms (latitude, GMT, etc.) when analysing places or explaining phenomena.</p> <p>Use maps to compare topographical features between the UK, Europe, and the Americas. Link to settlement, trade, and climate.</p>
Place Knowledge	<p>Study the immediate local area in detail (e.g. school grounds, streets near home).</p> <p>Begin to describe features of the local area (e.g. types of buildings, transport, land use).</p> <p>Start to identify what makes the local area special or different.</p>	<p>Study and describe a small area within the UK beyond the local area (e.g. seaside town, village, or national park).</p> <p>Compare and contrast the local area with a small area in a non-European country</p> <p>Identify similarities and differences in both human and physical geography between the two areas.</p> <p>Begin to explain why the two places may be</p>	<p>Explore the local town/city or village. Identify key human and physical features (e.g., parks, rivers, roads, shops).</p> <p>Begin to use simple maps and fieldwork (e.g., sketch map of the school/local area).</p> <p>Introduce idea of "how places change" by comparing old and recent photos/maps.</p>	<p>Explore land use (then vs now), using maps, digital tools, and photos.</p> <p>Interview local people or use historical sources.</p> <p>Describe changes to buildings, roads, or natural features.</p>	<p>Use phrases like "In contrast," "Similarly," "Unlike our town..." to articulate differences.</p> <p>Consider economic activity, tourism, or population density in comparisons.</p>	<p>Use maps, graphs, and source material to support conclusions.</p>

		different (e.g. weather, location, resources).				
Human & Physical Geography	<p>Use simple geographical vocabulary to describe basic human and physical features of familiar places (e.g. house, road, river, hill, tree).</p> <p>Begin to observe and describe daily weather patterns using everyday language (e.g. sunny, rainy, windy).</p> <p>Recognise the concept of seasons and begin to identify basic changes (e.g. colder in winter, leaves fall in autumn).</p>	<p>Use geographical vocabulary confidently to describe features of localities studied (e.g. town, village, port, mountain, forest).</p> <p>Identify and describe seasonal and daily weather patterns in the UK (e.g. longer days in summer, common winter weather).</p> <p>Begin to locate and describe the hot and cold areas of the world using maps and globes, in relation to the North and South Poles.</p> <p>Understand how location affects climate and features (e.g. "Near the Equator it's hot, near the poles it's cold").</p>	<p>Begin using terms such as hill, valley, coast, river, city, town, port, forest, mountain.</p> <p>Describe local physical features (e.g., "The river flows through the town") and human features (e.g., houses, roads, bridges).</p> <p>Study one contrasting UK area (e.g., local inland town vs coastal or upland region), identifying and comparing features.</p>	<p>Explore key features of the chosen area (e.g., rivers in Devon, mountains in Scotland).</p> <p>Use aerial images, OS maps, and atlases to investigate terrain and human settlement patterns.</p>	<p>Compare how mountains, rivers, and seas affect human activity (e.g., river transport, tourism in mountainous regions, fishing/coastal trade).</p> <p>Begin to use simple data sets (graphs or statistics) to support points.</p> <p>Intro to global hazards (natural disasters):</p> <p>Discuss examples such as floods, earthquakes, volcanoes, and droughts.</p>	<p>Show how geography shapes life: e.g., how living near a volcano affects farming, or how floods affect transportation and trade.</p>
Fieldwork Skills	<p>Ask simple questions about places and environments (e.g. "What is that building?" "Where does the road go?").</p> <p>Make basic observations about features in the local environment (e.g. houses, trees, playground).</p>	<p>Ask and answer more focused questions about specific places using maps, images or observations.</p> <p>Make detailed observations of human and physical features in the local environment.</p>	<p>Identify and describe human and physical features (e.g., "There are houses near the river").</p> <p>Take photos or record short videos using a tablet or camera during a local walk or school grounds survey.</p>	<p>Make detailed observations using descriptive language and comparisons (e.g., "The river is narrow and flows fast").</p> <p>Use a camera, audio recorder, or video effectively to record</p>	<p>Ask deeper, comparative questions such as "How is this village different to our town?" or "Why do people live near rivers?"</p> <p>Make increasingly detailed observations about localities abroad using videos, photos, or online</p>	<p>Plan and conduct full fieldwork investigations by developing a question (e.g., "How does traffic affect air quality?"), planning methods, collecting and recording data, analysing results, and presenting a conclusion.</p>

	<p>Use photographs, videos or audio (taken by an adult) to observe places and features. Begin to use picture maps and globes to locate familiar places.</p> <p>Use simple compass directions (e.g. north, south) and locational language (e.g. next to, behind) to describe position.</p> <p>Make simple observations of the weather and talk about changes during the seasons. Begin to draw simple sketch maps of the local area.</p>	<p>Use aerial photographs and plan perspectives to recognise and describe landmarks and features. Use globes and atlases to identify the UK and its four countries.</p> <p>Draw sketch maps with simple symbols and a key. Use simple compass directions (N, E, S, W) to describe locations and give directions.</p> <p>Use locational and directional language (e.g. near, far, left, right, above, below) to describe features and routes on a map.</p> <p>Measure and record frequency of simple data (e.g. tally traffic, rainfall) and use to reach a simple conclusion to a fieldwork question.</p> <p>Describe and record seasonal and daily weather changes during investigations.</p>	<p>Draw simple sketch maps that include clear labels of physical features (trees, river, hill) and human features (buildings, roads). Ask basic geographical questions such as "Why is the park here?" or "How do people get to school?"</p> <p>Use a simple atlas to locate the UK, their home town, and major surrounding areas.</p> <p>Use an atlas and globe to name and locate the 7 continents and 5 oceans. Understand and apply the four compass points: North, South, East, and West in fieldwork.</p> <p>Recognise and label basic features (fields, buildings, rivers) using aerial photographs.</p> <p>Draw simple maps with symbols using agreed class symbols (e.g., tree, road, building).</p>	<p>sequences of a walk or to interview peers or local people.</p> <p>Ask a series of purposeful questions such as "How has the high street changed?" or "Where do most people travel to shop?"</p> <p>Measure using tally charts and standard units by conducting simple surveys like pedestrian traffic, vehicle counts, or distances using metres. Present findings using maps and simple graphs such as bar charts and tally charts (e.g., number of trees, cars, or shops).</p> <p>Use maps confidently for local exploration by relating them to fieldwork locations and observed features.</p>	<p>tools to describe features of places in Europe or the Americas.</p> <p>Begin using Ordnance Survey (OS) maps and more advanced atlases by identifying symbols, contour lines, and basic grid references.</p> <p>Draw more detailed maps with symbols and keys, including multiple features with correct orientation, basic scale, and a clear legend.</p> <p>Use all eight compass points and apply them in directional tasks and map reading.</p> <p>Present fieldwork data using maps and graphs, such as climate graphs for a region or pie charts showing land use in a fieldwork area.</p> <p>Begin to reach conclusions by using evidence from observations and surveys to answer fieldwork questions like "Is our playground safe and well used?"</p>	<p>Use six-figure grid references to accurately describe precise locations on Ordnance Survey maps. Use atlases and OS maps with increasing complexity to compare global, national, and regional features, including thematic maps such as climate, population, or transport.</p> <p>Draw complex maps that include orientation, scale, symbols, and accurate feature placement.</p> <p>Present findings effectively by combining maps, graphs, photos, and written conclusions to report on a study.</p> <p>Reach conclusions supported by evidence by clearly linking data collected to conclusions drawn and explaining any anomalies.</p> <p>Use digital tools for mapping and presenting, such as Google Earth, online mapping platforms, or simple GIS tools where available.</p>
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GEOGRAPHY IN EYFS

Why do we teach Geography? Why do we teach it the way we do?

Our Geography Curriculum is centred around our children's knowledge and understanding of the wider world and community around them. Geography inspires a curiosity, love of learning and appreciation of the environment. Our children are equipped with knowledge of diverse places and people. Through exploration and collaborative learning, develop skills for life in observing, communicating and comparing what they learn about the world around them.

What do we teach? What does this look like?

At our school, the local area and our school grounds are at the heart of our Geography curriculum. Children develop a sense of place in relation to their own environment and an understanding of the physical world around them and their community. We encourage our children to appreciate and compare different places and people all over the world. They also begin to understand the need to respect and care for the natural environment. In Reception, children begin to develop their geographical knowledge by exploring features of our school. They have rich opportunities to explore of school grounds to enhance their learning and apply their skills. Throughout half termly topics the children observe, explore and discuss changes in weather and compare seasons. Children also learn about people who help us, and the jobs in which people have in our local community.

What will this look like? By the time children leave our EYFS they will able to:

Knowledge and Understanding of the World

- 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

- 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.







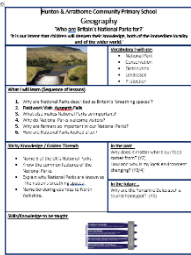



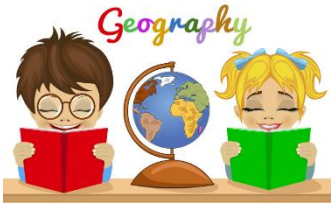
IMPLEMENTATION - LONG TERM PLAN

	YEAR A			YEAR B		
	Autumn (Our Locality)	Spring (Weather & Sustainability)	Summer (Global)	Autumn (Our Locality)	Spring (Weather & Sustainability)	Summer (Global)
Year 1/2	How Brilliant is Bedale?	Where does our food come from?	What is the geography of this place like?	What is the geography of where I live like?	How does the weather affect our lives?	Why do we love to be beside the seaside?
Year 3	How has my local environment changed over time?	Why do some earthquakes cause more damage than others?	Why are jungles so wet and deserts so dry?	How has my local environment changed over time?	Why do some earthquakes cause more damage than others?	Why are jungles so wet and deserts so dry?
Year 4/5	What is a river?	How can we live more sustainably?	Beyond the Magic Kingdom: What is the sunshine state really like?	What are Britain's National Parks and who are they for?	How do volcanoes affect the people of Himaey?	Why are mountains important?
Year 6	Why is the Yorkshire Dales a tourist honeypot?	How is climate change affecting the world?	Why do so many people live in megacities?	Why is the Yorkshire Dales a tourist honeypot?	How is climate change affecting the world?	Why do so many people live in megacities?



IMPLEMENTATION

What Geography Looks Like...

<p>Each lesson begins with a map work activity linked to the mapping aspects of the National Curriculum.</p> 	<p>This is followed by active retrieval activities to enthuse, engage and recall.</p> 	<p>The front sheet is shared with the children and the sequence of the lesson discussed.</p> 	<p>Vocabulary is taught explicitly through a task.</p> 
<p>We follow the Connected Geography Scheme to guide our lessons – with flexibility for teacher judgement.</p> 	<p>Reflection activity – linked to key learning – can children recall key knowledge?</p> 	<p>Are we including opportunities to read as geographers?</p> 	

YEAR 1 / 2

Autumn: Is Bedale really brilliant?	Spring: Why does it matter where my food comes from?	Summer: How does my locality compare to a non-European destination?	Autumn: What's the geography of where I live like?	Spring: How does the weather effect our lives?	Summer: Why do we love being beside the seaside so much?
<p>Locate England, Scotland, Ireland and Wales</p> <p>Know the capital cities of the UK</p> <p>Locate Bedale on a map of the UK</p> <p>Describe key human and physical features of Bedale (see NC)</p> <p>Investigate the question, 'Why do people visit Bedale?'</p> <p>Make simple observations during a fieldwork study.</p> <p>Draw maps of Bedale and create own map symbols.</p> <p>Work in a group to ask questions about local environments</p>	<p>Continents and Oceans</p> <p>Equator and North and South Poles</p> <p>The United Kingdom and its surrounding seas</p> <p>Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p> <p>Basic and appropriate physical and human geographical vocabulary development</p> <p>World maps, atlases and globes</p> <p>Aerial photographs</p>	<p>Continents and Oceans</p> <p>Equator and North and South Poles</p> <p>Human and physical geography of a small area in a contrasting non-European country</p> <p>Basic and appropriate physical and human geographical vocabulary development</p> <p>World maps, atlases and globes</p> <p>Compass directions and locational and directional language</p> <p>Aerial photographs and plans</p> <p>Devise simple maps and associated symbols</p>	<p>Continents and oceans</p> <p>Equator and North and South Poles</p> <p>The UK and surrounding seas</p> <p>Human and physical geography of a small area of the UK</p> <p>Use simple fieldwork and observational skills to study the geography of the local town.</p> <p>Basic and appropriate physical and human geographical development.</p> <p>World maps, atlases and globes</p> <p>Compass directions and locational / directional language</p> <p>Aerial photographs and plans</p> <p>Devise simple maps with associated symbols.</p>	<p>Continents and Oceans Equator and North and South Poles</p> <p>The United Kingdom and its surrounding seas</p> <p>Use simple and fieldwork and observational skills to study the geography of the school and its grounds</p> <p>Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p> <p>Basic and appropriate physical and human geographical vocabulary development</p> <p>World maps, atlases and globes</p> <p>Compass directions and locational and directional language</p> <p>Aerial photographs and plans</p> <p>Devise simple maps and associated symbols</p>	<p>Continents and Oceans</p> <p>Equator and North and South Poles</p> <p>The United Kingdom and its surrounding seas</p> <p>Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p> <p>Basic and appropriate physical and human geographical vocabulary development</p> <p>World maps, atlases and globes</p> <p>Compass directions and locational and directional language</p> <p>Aerial photographs</p>
<p>Sticky Knowledge:</p> <p>Locate England, Scotland, Ireland and Wales and name their capital cities.</p> <p>Locate the United Kingdom on a map of the world.</p> <p>Locate Bedale on a map of the United Kingdom.</p> <p>Know one reason (two reasons) why someone may visit Bedale.</p>	<p>Sticky Knowledge:</p> <p>Know that all the food we eat comes from plants or animals.</p> <p>Know some fruit and vegetables sold at a local grocer.</p> <p>Know which foods are grown in the UK and which are imported.</p> <p>Locate Central America on a world map.</p>	<p>Sticky Knowledge:</p> <p>Locate the continents and the oceans on a map.</p> <p>Know that the United Kingdom is part of Europe.</p> <p>Know that the temperature decreases towards the North and South Poles and gets warmer near the Equator.</p>	<p>Sticky Knowledge:</p> <p>Know what physical and human geography means.</p> <p>Know that we live in the county of North Yorkshire and recognise it on a map.</p> <p>Be able to name some physical and human features of geography.</p>	<p>Sticky Knowledge:</p> <p>Know the names of some types of weather.</p> <p>Know that the further from the equator, the colder the place is.</p> <p>Name some hot and cold places on Earth.</p> <p>Locate the North and South Pole.</p>	<p>Sticky Knowledge:</p> <p>Know some popular activities at the seaside.</p> <p>Name some seaside locations close to Hunton (Redcar, Whitby, Scarborough, Saltburn)</p> <p>To explain what pollution is.</p>
Change-Makers / Global Citizens:	Change-Makers / Global Citizens: Fair trade	Change-Makers / Global Citizens:	Change-Makers / Global Citizens: Litter pick	Change-Makers / Global Citizens:	Change-Makers / Global Citizens: Beach clean

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Visits/Visitors: Bedale town visit	Visits/Visitors: Local farmer	Visits/Visitors:	Visits/Visitors: Village walk	Visits/Visitors: Weather presenter	Visits/Visitors: Saltburn
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YEAR 3

Autumn: How has my local environment changed over time?	Spring: Why do some earthquakes cause more damage?	Summer: Why are jungles so wet and deserts so dry?
Locate England, Scotland, Ireland and Wales Know the capital cities of the UK Make simple observations during a fieldwork study. Draw maps of and create own map symbols. Work in a group to ask questions about local environments	Key aspects of physical geography: earthquakes Locate the world’s countries and the key human and environmental characteristics Explain the key aspects of human geography: types of settlement and land use. Use maps, atlases, globes and digital mapping Use the eight compass points	Know and explain key aspects of physical geography Climate zones, biomes and vegetation belts Locate the world’s countries and the key human and environmental characteristics Identify lines of latitude, longitude, the equator, the Northern and Southern Hemispheres, the tropics of Capricorn and Cancer, the Arctic and Antarctic Circle.
Sticky Knowledge: Know how the introduction of solar farms changed the landscape of Richmond. Know how tourism in Richmond has changed and name three reasons why someone may visit. Know how transport links in Richmond have changed.	Sticky Knowledge: Know the cause of earthquakes. Know the difference between the Northern and the Southern Hemisphere. Know why New Zealand experiences earthquakes when some other areas don’t.	Sticky Knowledge: Know how climate change affects different biomes. Locate the Atacama and Sahara Desert Locate the Amazon Rainforest Describe typical conditions of a desert and a rainforest.
Change-Makers / Global Citizens: Campaign	Change-Makers / Global Citizens: Earthquake fundraiser (reacting to global events)	Change-Makers / Global Citizens:
Visits/Visitors: Local village study	Visits/Visitors:	Visits/Visitors:

IMPLEMENTATION

KS2 Y4/5

Autumn Year B: What is a river and where is my nearest river?	Spring Year B: How can we live more sustainably?	Summer Year B: Beyond the Magic Kingdom: What is the Sunshine State really like?	Autumn Year A: Who are Britain's national parks for?	Spring Year A: How do volcanoes effect the lives of people on Hiemaey?	Summer Year A: Why are mountains important?
Key physical, human and environmental characteristics including countries and major cities of Europe Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time 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) Key aspects of physical geography: rivers and the water cycle Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills including Ordnance Survey four and six figure grid references, symbols and key Development of specialised geographical vocabulary	Key aspects of human geography: the distribution and use of natural resources including energy, food, minerals and water Key aspects of human geography: economic activity including trade links The world's countries and the key physical, human and environmental characteristics of Europe and North and South America Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Specialised geographical vocabulary	Key physical, human and environmental characteristics of North and South America 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) Human and physical geography of a region within North America Key aspects of physical geography: climate zones, biomes and vegetation belts Key aspects of human geography: types of settlement and land use Key aspects of human geography: economic activity including trade links Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Development of specialised geographical vocabulary	Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time Human and physical geography of a region in the United Kingdom Key aspects of human geography: types of settlement and land use Key aspects of human geography: types of settlement and land use Key aspects of human geography: distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Specialised geographical vocabulary	Key physical, human and environmental characteristics including countries and major cities of Europe 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) Human and physical geography of a region of a European country Key aspects of physical geography: climate zones, biomes and vegetation belts Key aspects of physical geography: volcanoes and earthquakes Key aspects of human geography: types of settlement and land use Key aspects of human geography: economic activity including trade links Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Development of specialised geographical vocabulary	The world's countries and the key physical, human and environmental characteristics of Europe and North and South America Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time 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) Key aspects of physical geography: mountains Key aspects of human geography: types of settlement and land use Key aspects of human geography: economic activity Key aspects of human geography: distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Specialised geographical vocabulary

<p>Sticky Knowledge: Name the 5 major rivers in the UK (Thames, Ouse, Mersey, Severn and Clyde).</p> <p>Locate the 5 major rivers in the UK (Thames, Ouse, Mersey, Severn and Clyde).</p> <p>The components of the water cycle. Know the features of the River Swale (mouth, source).</p>	<p>Sticky Knowledge: Know what living sustainably means. Know different energy sources (solar panels, turbines etc).</p> <p>Know how sources of power to the UK have changed over time.</p> <p>What the consequences of not living sustainably are.</p>	<p>Sticky Knowledge: Name 5 major cities in North America (Orlando, New York, Los Angeles, Toronto, Mexico City).</p> <p>Locate 5 major cities in North America.</p> <p>Know how hurricanes form. Explain typical weather patterns in Florida and the UK.</p>	<p>Sticky Knowledge: Name 5 of the UK's National Parks. Know the common features of the National Parks. Explain why National Parks are known as 'The nation's breathing spaces' Name bordering counties to North Yorkshire. Know what is meant by the term 'cultural heritage'.</p>	<p>Sticky Knowledge: Link back to learning on earthquakes, and know that volcanoes form in similar places and why. Explain where recent volcanic eruptions have taken place. Know how a volcano is formed.</p>	<p>Sticky Knowledge: Name some of the world's largest mountain ranges. Locate some of the world's largest mountain ranges. Know the name of some mountain ranges within the U.K. Locate some of the mountain ranges within the U.K. on a map.</p>
<p>Change-Makers / Global Citizens: Water Aid Fundraising</p>	<p>Change-Makers / Global Citizens: Sustainability project</p>	<p>Change-Makers / Global Citizens:</p>	<p>Change-Makers / Global Citizens:</p>	<p>Change-Makers / Global Citizens: Fundraising for volcano appeal (reacting to global events)</p>	<p>Change-Makers / Global Citizens:</p>
<p>Visits/Visitors: River Swale Rivers Trust Workshop</p>	<p>Visits/Visitors:</p>	<p>Visits/Visitors:</p>	<p>Visits/Visitors: Aysgarth Falls</p>	<p>Visits/Visitors:</p>	<p>Visits/Visitors:</p>

IMPLEMENTATION – YEAR 6

Autumn: Why are the Yorkshire Dales such a tourist honeypot?	Spring: How is climate change effecting the world?	Summer: Why do so many people live in megacities?
<p>Use atlases to locate counties within the UK. Name and locate six additional major UK cities (Manchester, Birmingham, Newcastle, York and Leeds) as well as describing key characteristics of each. Explain that tourists from urban areas visit the countryside. Locate key features of Yorkshire Dales on an O/S map. Use vocabulary such as latitude, longitude, Hemisphere, Tropics, Circle, GMT etc. when describing features of locations studied. Know and describe key topographical features of the UK (rivers, mountains etc) Use geographical vocabulary to describe the human and physical features of the locations studied, with a specific focus on Whitby. Conduct and reach a conclusion to a fieldwork question. Complete a fieldwork questionnaire.</p> <ul style="list-style-type: none"> • Draw a simple map with agreed map symbols. • Use the four compass points. Investigate tourist leaflets / brochures and persuade tourists to visit <p>Investigate the negative and positive effects of tourism</p>	<p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time 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) Key aspects of physical geography: climate zones, biomes and vegetation belts Key aspects of human geography: distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Specialised geographical vocabulary</p>	<p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time Key aspects of human geography: types of settlement and land use Key aspects of human geography: economic activity including trade links Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Specialised geographical vocabulary</p>
<p>Sticky Knowledge: Identify the location of main towns and cities within North Yorkshire on a map of the UK (Richmond, Whitby, Ripon, Northallerton, Harrogate).. Know why the Yorkshire Dales are popular with tourists. Name some tourist attractions within North Yorkshire. Know the positive and negative effects of tourism.</p>	<p>Sticky Knowledge: Know how climate change is impacting the UK. Explain how climate change could risk Hunton. Know what is meant by 'global warming'.</p>	<p>Sticky Knowledge: Know the names of the 5 largest cities in the world and their locations on a map (Tokyo, Delhi, Shanghai, Dhaka, Cairo) Know the 3 largest cities in the UK and their location (London, Birmingham and Manchester). Why the Brazilian government created a new capital city.</p>
Global Citizens / Change Makers:	Global Citizens / Change Makers: Climate change project	Global Citizens / Change Makers:
Visits/Visitors Yorkshire Dales National park (survey)	Visits/Visitors	Visits/Visitors

IMPLEMENTATION - Rationale

Our geography curriculum is carefully designed to consider the needs of our pupils in terms of its sequencing and progression. In Key Stage 1, the pupils study the immediate village locality as well as our local market town whereas in Year 3 children learn how our locality has changed over time. Further into KS2, pupils investigate environmental change in their area and the impact of this and how weather in various forms impacts lives around the world. Pupils investigative skills into their own locality continues through a study of the Yorkshire Dales National Park, before comparing this to other megacities around the world.

Similarly, several units focus on climate and the weather and how this impacts our immediate locality before expanding into the wider world to investigate natural disasters such as volcanoes and earthquakes. This incorporate climate change and sustainability as we promote global citizenship.

Key to our geography curriculum is the linking of disciplinary concepts as children dive deeper into the subject. We recognise these in geography as maps, location, size, landscape, country, city, place, environment, physical, human and climate and links to these are drawn in all schemes of learning – regular reference to these disciplinary concepts allow children to develop their thinking like geographers.

The long-term plan is carefully structured so children in different year groups study key questions which form under a similar umbrella – this allows staff subject knowledge to be shared; we also try to bring learning to life through visits and visitors.



The global curriculum is also a key part of our geography learning. As change-makers, global projects are identified within each year group which are celebrated in school.

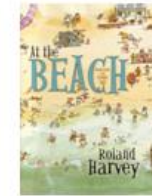
We choose to follow the Collins Connected Geography scheme of work as a basis for our geography planning. This ensures teachers are clear about the skills and knowledge which pupils will need to build, as well as core vocabulary for each unit of study.

The progression map is supplemented by a glossary of key vocabulary to ensure consistency and progression in vocabulary as well as a document which supports staff in including children with SEND in geography.

IMPLEMENTATION – Reading as Geographers...

As Lifelong Readers, we want to inspire our children to ‘read as geographers’. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high quality texts in line with their current topic in geography. Please see a sample of our core texts for Geography attached.

Year 1



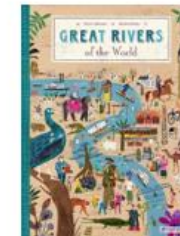
Year 2/3



Year 4/5



Year 6



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IMPACT

We aim for all of our children to leave us as geographers- they should have a solid knowledge base which will stand them in good stead for future education. We aim to teach them about their local area through carefully progressive units. Crucially, we have created a bespoke curriculum which allows them to investigate geography which is relevant to them now and, importantly, as adults of the future – for example through the exploration of sustainable tourism when studying contrasting localities.

Pupil's understanding in geography will be assessed through low stakes quizzes and retrieval practise linked to the 'sticky knowledge', this will be supplemented with an assessment of skills using our tracking system. Through fieldwork children will gain skills which will be useful in later life. Careful links between subjects such as science, history, computing and mathematics will allow children to gain a depth through other areas of learning.