Curriculum:

Progression in Geography

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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!

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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 kn 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.

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LONG TERM PLAN

	YEAR A			YEAR B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 1	What is the Geography of where I live like?	Maps of the United Kingdom	A Tour of the United Kingdom	What is the Geography of where I live like?	Maps of the United Kingdom	A Tour of the United Kingdom
Year 2	What is great about Richmond?	Maps of the World	A Tour of Europe	What is great about Richmond?	Maps of the World	A Tour of Europe
Year 3/4	Rivers	Extreme Earth	A World of Wonders	How has my local environment changed over time?	Jungles and Deserts	What is it like to live in Eguisheim?
Year 5/6	What is it like to live in and visit North Yorkshire?	How is climate change affecting the world?	Why do so many people live in megacities?	What is a national park?	Marvellous Mountains	What is it like to live in Banff?

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IMPLEMENTATION: Progression Overview

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

Human & Physical Geography	Use simple geographical vocabulary to describe basic human and physical features of familiar places (e.g. house, road, river, hill, tree). Begin to observe and describe daily weather patterns using everyday language (e.g. sunny, rainy, windy). Recognise the concept of seasons and begin to identify basic changes (e.g. colder in winter, leaves fall in autumn).	Use geographical vocabulary confidently to describe features of localities studied (e.g. town, village, port, mountain, forest). Identify and describe seasonal and daily weather patterns in the UK (e.g. longer days in summer, common winter weather). 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. Understand how location affects climate and features (e.g. "Near the Equator it's hot, near the poles it's cold").	Begin using terms such as hill, valley, coast, river, city, town, port, forest, mountain. Describe local physical features (e.g., "The river flows through the town") and human features (e.g., houses, roads, bridges). Study one contrasting UK area (e.g., local inland town vs coastal or upland region), identifying and comparing features.	Explore key features of the chosen area (e.g., rivers in Devon, mountains in Scotland). Use aerial images, OS maps, and atlases to investigate terrain and human settlement patterns.	Compare how mountains, rivers, and seas affect human activity (e.g., river transport, tourism in mountainous regions, fishing/coastal trade). Begin to use simple data sets (graphs or statistics) to support points.	Show how geography shapes life
Fieldwork Skills	Ask simple questions about places and environments (e.g. “What is that building?” “Where does the road go?”). Make basic observations about features in the local environment (e.g. houses, trees, playground). 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.	Ask and answer more focused questions about specific places using maps, images or observations. Make detailed observations of human and physical features in the local environment. Use aerial photographs and plan perspectives to recognise and describe landmarks and features.	Identify and describe human and physical features (e.g., "There are houses near the river"). Take photos or record short videos using a tablet or camera during a local walk or school grounds survey. Draw simple sketch maps that include clear labels of physical features (trees, river, hill) and human features (buildings, roads).	Make detailed observations using descriptive language and comparisons (e.g., “The river is narrow and flows fast”). Use a camera, audio recorder, or video effectively to record sequences of a walk or to interview peers or local people.	Ask deeper, comparative questions such as “How is this village different to our town?” or “Why do people live near rivers?” Make increasingly detailed observations about localities abroad using videos, photos, or online tools to describe features of places in Europe or the Americas. Begin using Ordnance Survey (OS) maps and	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. Use six-figure grid references to accurately describe precise locations on Ordnance Survey maps.

	Use simple compass directions (e.g. north, south) and locational language (e.g. next to, behind) to describe position. Make simple observations of the weather and talk about changes during the seasons. Begin to draw simple sketch maps of the local area.	Use globes and atlases to identify the UK and its four countries. Draw sketch maps with simple symbols and a key. Use simple compass directions (N, E, S, W) to describe locations and give directions. Use locational and directional language (e.g. near, far, left, right, above, below) to describe features and routes on a map. Measure and record frequency of simple data (e.g. tally traffic, rainfall) and use to reach a simple conclusion to a fieldwork question. Describe and record seasonal and daily weather changes during investigations.	Ask basic geographical questions such as "Why is the park here?" or "How do people get to school?" Use a simple atlas to locate the UK, their home town, and major surrounding areas. 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. Recognise and label basic features (fields, buildings, rivers) using aerial photographs. Draw simple maps with symbols using agreed class symbols (e.g., tree, road, building).	Ask a series of purposeful questions such as “How has the high street changed?” or “Where do most people travel to shop?” 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). Use maps confidently for local exploration by relating them to fieldwork locations and observed features.	more advanced atlases by identifying symbols, contour lines, and basic grid references. Draw more detailed maps with symbols and keys, including multiple features with correct orientation, basic scale, and a clear legend. Use all eight compass points and apply them in directional tasks and map reading. Present fieldwork data using maps and graphs, such as climate graphs for a region or pie charts showing land use in a fieldwork area. Begin to reach conclusions by using evidence from observations and surveys to answer fieldwork questions like “Is our playground safe and well used?”	Use atlases and OS maps with increasing complexity to compare global, national, and regional features, including thematic maps such as climate, population, or transport. Draw complex maps that include orientation, scale, symbols, and accurate feature placement. Present findings effectively by combining maps, graphs, photos, and written conclusions to report on a study. Reach conclusions supported by evidence by clearly linking data collected to conclusions drawn and explaining any anomalies. Use digital tools for mapping and presenting, such as Google Earth, online mapping platforms, or simple GIS tools where available.

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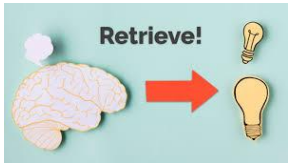
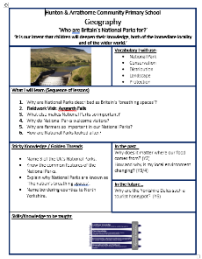
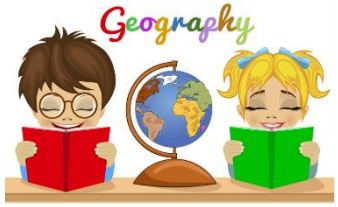
IMPLEMENTATION

What Geography Looks Like…

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

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KS1

Year 1			Year 2		
Autumn: What is the Geography of where I live like?	Spring: Maps of the United Kingdom.	Summer: A tour of the United Kingdom.	Autumn: What is great about Richmond?	Spring: Maps of the World.	Summer: A tour of Europe.
National Curriculum Links: **Human and Physical Geography:** - Use basic geographical vocabulary to name human and physical features. **Geographical Skill and Fieldwork:** - Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features. - Devise a simple map.	**National Curriculum Links:** **Locational Knowledge:** - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas. **Geographical Skill and Fieldwork:** - Use world maps, atlases and globes to identify the United Kingdom and its countries. **Human and Physical Geography:** - Identify seasonal and daily weather patterns in the United Kingdom.	**National Curriculum Links:** **Place Knowledge:** - Understand similarities and differences through studying human and physical geography of a small place in the United Kingdom. **Geographical Skill and Fieldwork:** - Use aerial photographs to recognise landmarks and human and physical features.	**National Curriculum Links:** **Place Knowledge:** - Understand similarities and differences through studying the human and physical geography of a small area in the United Kingdom. **Geographical Skill and Fieldwork:** - Use simple compass directions and locational and directional knowledge to describe the location of features and routes on a map.	**National Curriculum Links:** **Locational Knowledge:** - Name and locate the world's seven continents and five oceans. **Place Knowledge:** - Understand similarities and differences through studying human and physical geography of a small area in a non-European country. **Human and Physical Geography:** - Identify the location of hot and cold areas of the world in relation to the equator, North Pole and South Pole. **Geographical Skill and Fieldwork:** - Use world maps, atlases and globes to identify countries, continents and oceans.	**National Curriculum Links:** **Locational Knowledge:** - Name and locate the world's seven continents and five oceans. **Geographical Skill and Fieldwork:** - Use world maps, atlases and globes to identify countries, continents and oceans.
Sticky Learning: - Name 3 human and 3 physical features you may find in Hunton. - Know the name of where they live. - Draw a simple map.	**Sticky Learning:** - Name the four countries of the United Kingdom and their capital cities. - Locate the United Kingdom on a map of the world. - Know the four seasons and related weather types.	**Sticky Learning:** - Identify 5 landmarks in the United Kingdom. - Recognise 5 familiar landmarks from an aerial photograph.	**Sticky Learning:** - Compare Hunton and Richmond using human and physical features. - Name and use the 4 compass directions. - To give a simple set of directions using compass points on a map.	**Sticky Learning:** - Know the seven continents and locate them on a map. - Name the 5 oceans and locate them on a map. - Identify the equator, North Pole and South Pole on a map of the world.	**Sticky Learning:** - Identify 5 European countries on a map and name their capital cities. - Identify 5 landmarks in Europe and locate them on a map.
Vocabulary: - human features, physical features, village, town, England, map	**Vocabulary:** - country, capital city, United Kingdom, atlas, globe, seasons	**Vocabulary:** - aerial photograph, landmark, human features, physical features	**Vocabulary:** - similarities, differences, compass points, directions, routes	**Vocabulary:** - continent, ocean, equator, North Pole, South Pole	**Vocabulary:** - Europe, tour, location, transport
Visits/Visitors/Experiences: Hunton	**Visits/Visitors/Experiences:**	**Visits/Visitors/Experiences:**	**Visits/Visitors/Experiences:** Richmond	**Visits/Visitors/Experiences:**	**Visits/Visitors/Experiences:**

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YEAR 3/4

Year A			Year B		
Autumn: Rivers	Spring: Extreme Earth	Summer: A World of Wonders	Autumn: How has my local environment changed over time?	Spring: Jungles and Deserts?	Summer: What is it like to live in Eguisherm?
National Curriculum Links: **Locational Knowledge:** - Name and locate key rivers and understand how they have changed over time. **Human and Physical Geography:** - Describe and understand key aspects of the distribution of natural resources. - Describe and understand key aspects of physical geography: rivers and the water cycle.	**National Curriculum Links:** **Human and Physical Geography:** - Describe and understand key aspects of physical geography: volcanoes and earthquakes. **Locational Knowledge:** - Locate the world's countries using maps concentrating on their environmental regions, key physical and human characteristics.	**National Curriculum Links:** **Locational Knowledge:** - Locate the world's countries using maps concentrating on their environmental regions and major cities. - Identify the position of latitude, longitude, Equator, Northern/Southern Hemisphere.	**National Curriculum Links:** **Geographical Skill and Fieldwork:** - Use maps, atlases, globes and digital mapping to locate places and describe features studies. - Use fieldwork to measure, record and present the human and physical features in the local area, using sketch maps and digital technology. **Locational Knowledge:** Name and locate land use patterns and understand how they have changed over time.	**National Curriculum Links:** **Human and Physical Geography:** - Describe and understand key aspects of biomes and vegetation belt. **Geographical Skill and Fieldwork:** - Use maps, atlases, globes and digital mapping to locate countries and describe features studied. **Locational Knowledge:** Identify the position of the Equator and identify the Tropics of Capricorn and Cancer.	**National Curriculum Links:** **Place Knowledge:** - Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.
Sticky Learning: - Name the 5 main rivers of the United Kingdom (Thames, Ouse, Mersey, Severn and Clyde). - Know that their local river is the River Swale and describe its course. - Describe the features of the water cycle.	**Sticky Learning:** - Locate some of the major volcanoes, earthquakes and tsunamis from around the world. - Describe how tectonic plates cause volcanoes and understand why so many are located around the Pacific Ring of Fire. - Be able to describe the difference between a volcanic eruption, an earthquake and a tsunami.	**Sticky Learning:** - Name the 7 Wonders of the World. - Locate the 7 Wonders of the World on a map of the world. - Identify the position of latitude and longitude on a map. - Label the Equator, Northern Hemisphere and Southern Hemisphere on a map.	**Sticky Learning:** - Identify ways in which local land use has changed. - Draw a simple sketch map. - Use a digital map to search for a location. - Identify 3 ways our local area has changed and 3 ways it has stayed the same using maps.	**Sticky Learning:** - Name 2 different types of biomes (rainforest and desert). - Locate the Sahara Desert and Amazon Rainforest on a map. - Describe the typical climate of a desert and a rainforest.	**Sticky Learning:** - Locate France and the Alsace region on a map of Europe. - Name three ways in which our local area is similar to Eguisherm. - Name three ways in which our local area is different to Eguisherm.
Vocabulary: - river, source, mouth, course, meander, water cycle.	**Vocabulary:** - earthquake, volcano, tsunami, tectonic plate, natural disasters, eruption	**Vocabulary:** - longitude, latitude, equator, Northern Hemisphere, Southern Hemisphere	**Vocabulary:** - sketch map, environment, land use, local, settlement	**Vocabulary:** - desert, rainforest, biome, vegetation belt, Tropic of Cancer, Tropic of Capricorn.	**Vocabulary:** - borders, region, land locked, rural, urban
Visits/Visitors/Experiences: River Swale	**Visits/Visitors/Experiences:**	**Visits/Visitors/Experiences:**	**Visits/Visitors/Experiences:** Hunton	**Visits/Visitors/Experiences:**	**Visits/Visitors/Experiences:** Linked to H&A36

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YEAR 5/6

Year A			Year B		
Autumn: What is it like to live in and visit North Yorkshire?	Spring: How is climate change affecting the world?	Summer: Why do so many people live in megacities?	Autumn: What is a national park?	Spring: Marvellous Mountains	Summer: What is it like to visit Banff National Park?
National Curriculum Links: **Locational Knowledge:** - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. **Geographical Skill and Fieldwork:** - Use fieldwork to measure, record and present the human and physical features in the local area, using plans and graphs.	**National Curriculum Links:** **Human and Physical Geography:** - Describe and understand key aspects of climate zones. - Describe and understand key aspects of human geography including trade links and the distribution of natural resources.	**National Curriculum Links:** **Locational Knowledge:** - Locate the world's countries using maps. **Geographical Skill and Fieldwork:** - Use maps, atlases, globes and digital mapping to locate countries and describe features.	**National Curriculum Links:** **Locational Knowledge:** - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. **Geographical Skill and Fieldwork:** - Use the eight points of a compass, 4 and 6-figure grid references, symbols and keys including OS maps to build their knowledge of the United Kingdom.	**National Curriculum Links:** **Human and Physical Geography:** - Name and locate topographical features (hills and mountains). **Geographical Skill and Fieldwork:** - Use the eight points of a compass, 4-figure grid references, symbols and keys including OS maps to build their knowledge of the wider world.	**National Curriculum Links:** **Place Knowledge:** - Understand geographical similarities and differences through the study of human and physical geography of a region in North America. **Geographical Skill and Fieldwork:** - Use the eight points of a compass, 6-figure grid references, symbols and keys including OS maps to build their knowledge of the wider world.
Sticky Learning: - Identify North Yorkshire on a map of England. - Name the 6 bordering counties to North Yorkshire. - Identify three positive and three negative affects of tourism in North Yorkshire. - Know three reasons why people may visit North Yorkshire,	**Sticky Learning:** - Know what is meant by global warming. - Know how climate change is affecting places around the world. - Explain how climate change is affecting the United Kingdom including Hunton.	**Sticky Learning:** - Name and locate the world's 5 largest cities (Tokyo, Delhi, Shanghai, Dhaka, Cairo). - Name and locate the three largest cities in the United Kingdom (London, Manchester and Birmingham). - Interpret data/information to reach a geographical conclusion.	**Sticky Learning:** - Know how national parks are distributed across the United Kingdom. - Name and locate three of the United Kingdom's national parks. - Know the common features of a national park.	**Sticky Learning:** - Understand how contour lines are used on a map. - Use a 4-figure grid-reference to describe a given location on a map. - Name 3 significant mountains (Everest, Mauna Kea and Olympus Mons) and know why they are important. - Know how mountains are formed.	**Sticky Learning:** - Describe the human and physical features of Banff national Park. - Use a 6-figure grid-reference to describe a given location on a map. Describe three ways in which Banff National Park is similar and different to our locality.
Vocabulary: Tourism, economy, congestion, tourist attraction, honeypot site	**Vocabulary:** Drought, famine, climate, climate change, global warming	**Vocabulary:** - economic growth, development, megacity, population, population density	**Vocabulary:** - distribution, national park, AONB, landscape, conservation.	**Vocabulary:** Mountain, mountain range, summit, contour lines, 4-figure grid references, OS map	**Vocabulary:** Contrasting locality, tourism, 6-figure grid references, glaciers, glaciated landscape
Visits/Visitors/Experiences: North Yorkshire Moors	**Visits/Visitors/Experiences:** Recycling Centre	**Visits/Visitors/Experiences:**	**Visits/Visitors/Experiences:** Yorkshire Dales	**Visits/Visitors/Experiences:**	**Visits/Visitors/Experiences:** Virtual visit/visitor

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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 Lower Key Stage 2, 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, which we supplement with our own units 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.

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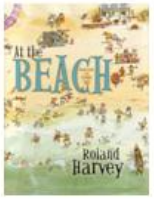
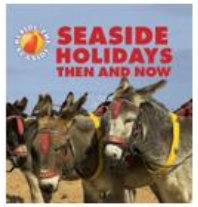
IMPLEMENTATION – Reading as Geographers…

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

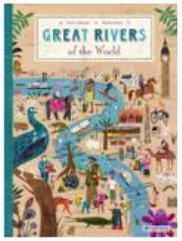




Year 2/3

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.