



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

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Communication & Language: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Personal, social and Emotional: Show sensitivity to their own and to others' needs.</p> <p>Literacy: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, nonfiction,</p>	<ul style="list-style-type: none"> Name the seven continents of the world and identify each on a map. Be able to locate a non-European country and describe key geographical features. Locate the four countries of the United Kingdom. Know the capital cities of each country of the United Kingdom. Name and describe key landmarks within countries of the UK (i.e. the Giants Causeway, the Scottish Highlands, the Yorkshire Dales) 			<p>Use atlases to locate counties within the UK.</p> <p>Name and locate six additional major UK cities (Manchester, Birmingham, Glasgow, Leeds, York and Bristol) as well as describing key characteristics of each.</p> <p>Use vocabulary such as latitude, longitude, Hemisphere, Tropics, Circle, GMT etc. when describing features of locations studied.</p> <p>Know and describe key topographical features of the UK (rivers, mountains etc)</p> <p>Use atlases to investigate the continents of the world – with a focus on mountainous European countries.</p> <p>Be able to describe the approximate position of UK counties without an atlas.</p> <p>Use atlases to investigate North and South America and know their major cities and features.</p> <p>Describe how a city studied in LKS2 (Manchester, Leeds, Birmingham, Glasgow, York, Bristol) has developed over time *History link</p>		
Place Knowledge	<p>Understanding of the world: 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 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<ul style="list-style-type: none"> Study our local area in detail. Study small areas of UK 	<p>Compare and contrast small area of UK with small area of non-European country</p>		<p>Partake in an in-depth study of the coast, drawing comparisons with our locality.</p> <p>Partake in an in-depth study of a mountainous region of Europe, drawing comparisons between other areas studied.</p> <p>Partake in an in-depth study of the state of California, comparing with other localities studied.</p> <p>Partake in a study of the local area and investigate how it has changed over time.</p>		
Human & Physical Geography		<ul style="list-style-type: none"> Use geographical vocabulary (see below) to describe the human and physical features of localities studied. When studying maps, locate hot and cold areas of the world in relation to the North and South Poles <p>Identify seasonal and daily weather patterns in the UK.</p>		<p>Use geographical vocabulary and real-life examples to describe the human and physical features of localities studied (see vocabulary below)</p> <p>When studying the contrasting UK locality, investigate mountains, rivers and the seas of the UK.</p> <p>In addition to the vocabulary covered in KS1/LKS2 children should also become familiar with the below Investigate natural disasters which can impact on the safety of the population of the world and economic activity / trade.</p>			

Fieldwork & Skills		<p>Reach a simple conclusion to a fieldwork question</p> <p>Ask questions about specific places and environments</p> <p>Make simple observations</p> <p>Use a photo, video or audio taken by an adult as evidence</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use picture maps and globes</p> <p>Can use an atlas to identify the UK and it's four countries</p> <p>Draw a simple sketch map of the locality being studied</p> <p>Draw maps and create own map symbols Use simple compass directions to describe locations and routes</p> <p>Use locational & directional language to describe the location of features and routes on maps</p> <p>Measure using simple words and frequency recording</p> <p>Make simple observations of the weather and seasonal changes</p>	<p>Make detailed observations</p> <p>Use a camera, audio or video to record observations</p> <p>Draw a sketch map with labels identifying human and physical features</p> <p>Ask questions about local environments</p> <p>Measure using a tally and standard units</p> <p>Present findings using maps and graphs</p> <p>Reach a conclusion to a fieldwork question</p> <p>Use a simple atlas</p> <p>Use an atlas to identify continents and oceans</p> <p>Use the four compass points</p> <p>Use aerial photographs to recognise key features</p> <p>Draw a simple map with agreed map symbols</p> <p>Ask a series of questions about places and environments</p> <p>Make increasingly detailed observations about localities abroad</p> <p>Plan, investigate and reach a conclusion to a fieldwork question</p> <p>Use atlases and ordnance survey maps with increasing complexity</p> <p>Use six figure grid references to describe locations</p> <p>Use eight compass points</p> <p>Draw a more detailed map with agreed map symbols</p>	
Progression in Vocabulary	<p>Home</p> <p>School</p> <p>Place</p> <p>Country</p> <p>Town</p> <p>Village</p> <p>People</p> <p>World</p> <p>Ocean</p>	<p>Transport, Population</p> <p>City, Mountain, valley, vegetation</p> <p>Continent, River, Stream, Water Source</p> <p>Country, North Pole, South Pole, Equator</p> <p>Settlement, Town, Village, Hamlet</p> <p>Beach, cliff, coast, forest, hill, sea, ocean, soil, factory, farm, office, port, harbour, shop</p>	<p>Climate zone, Tropic of Cancer</p> <p>Human, Tropic of Capricorn,</p> <p>Physical, Time Zone, GMT</p> <p>County, Equator, Water Cycle</p> <p>City, Arctic Circle, Antarctic Circle</p> <p>Latitude , Longitude, Equator</p> <p>settlements and land use</p>	<p>Trade, Biome, vegetation belts, Tourism</p> <p>Land-use, Ecosystem</p> <p>Economic activity</p> <p>Deprivation</p> <p>Distribution</p> <p>Natural resources</p> <p>Volcano</p> <p>Earthquake</p>

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 (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.



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YEAR 1

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?
<ul style="list-style-type: none"> • Continents and oceans • Equator and North and South Poles • The UK and surrounding seas • Human and physical geography of a small area of the UK • Use simple fieldwork and observational skills to study the geography of the local town. • Basic and appropriate physical and human geographical development. • World maps, atlases and globes • Compass directions and locational / directional language • Aerial photographs and plans • Devise simple maps with associated symbols. 	<ul style="list-style-type: none"> • Continents and Oceans Equator and North and South Poles • The United Kingdom and its surrounding seas • Use simple and fieldwork and observational skills to study the geography of the school and its grounds • Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world • Basic and appropriate physical and human geographical vocabulary development • World maps, atlases and globes • Compass directions and locational and directional language • Aerial photographs and plans • Devise simple maps and associated symbols 	<ul style="list-style-type: none"> • Continents and Oceans • Equator and North and South Poles • The United Kingdom and its surrounding seas • Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world • Basic and appropriate physical and human geographical vocabulary development • World maps, atlases and globes • Compass directions and locational and directional language • Aerial photographs
		<p><u>Global Citizen / Change Makers:</u> <u>Take part in a beach clean.</u></p>

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YEAR 2/3

Autumn Year A: How has my local environment changed over time?	Spring Year A: Why don't penguins need to fly?	Summer Year A: How does the geography of Nevada compare with where I live?	Autumn Year B: Is Bedale really brilliant?	Spring Year B: Why does it matter where my food comes from?	Summer Year B: How does the geography of Kampong Ayer compare with where I live?
<p>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</p>	<p>Continents and Oceans Equator and North and South Poles Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and North and South Poles. Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Aerial photographs Use simple observation skills</p>	<p>Continents and Oceans Equator and North and South Poles Human and physical geography of a small area in a contrasting non-European country Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Compass directions and locational and directional language Aerial photographs and plans Devise simple maps and associated symbols</p>	<p>Locate England, Scotland, Ireland and Wales Know the capital cities of the UK Locate Bedale on a map of the UK Describe key human and physical features of Bedale (see NC) Investigate the question, 'Why do people visit Bedale?' Make simple observations during a fieldwork study. Draw maps of Bedale and create own map symbols. Work in a group to ask questions about local environments</p>	<p>Continents and Oceans Equator and North and South Poles The United Kingdom and its surrounding seas Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Aerial photographs</p>	<p>Continents and Oceans Equator and North and South Poles Human and physical geography of a small area in a contrasting non-European country Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Compass directions and locational and directional language Aerial photographs and plans Devise simple maps and associated symbols</p>
<p>Change-Makers / Global Citizens:</p>					<p>Change-Makers / Global Citizens: Produce stall</p>

IMPLEMENTATION

KS2 Y4/5

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?	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?
<p>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</p> <p>Human and physical geography of a region in the United Kingdom</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>Key physical, human and environmental characteristics including countries and major cities of Europe</p> <p>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)</p> <p>Human and physical geography of a region of a European country</p> <p>Key aspects of physical geography: climate zones, biomes and vegetation belts</p> <p>Key aspects of physical geography: volcanoes and earthquakes</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: economic activity including trade links</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Development of specialised geographical vocabulary</p>	<p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America</p> <p>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</p> <p>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)</p> <p>Key aspects of physical geography: mountains</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: economic activity</p> <p>Key aspects of human geography: distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>Key physical, human and environmental characteristics including countries and major cities of Europe</p> <p>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</p> <p>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)</p> <p>Key aspects of physical geography: rivers and the water cycle</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills including Ordnance Survey four and six figure grid references, symbols and key</p> <p>Development of specialised geographical vocabulary</p>	<p>Key aspects of human geography: the distribution and use of natural resources including energy, food, minerals and water</p> <p>Key aspects of human geography: economic activity including trade links</p> <p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America</p> <p>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</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>Key physical, human and environmental characteristics of North and South America</p> <p>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)</p> <p>Human and physical geography of a region within North America</p> <p>Key aspects of physical geography: climate zones, biomes and vegetation belts</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: economic activity including trade links</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Development of specialised geographical vocabulary</p>

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	Change-Makers / Global Citizens: Fundraising for earthquake / volcano appeal		Change-Makers / Global Citizens: Water Aid Fundraising	Change-Makers / Global Citizens: Sustainability project	
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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>
Global Citizens / Change Makers: Climate change project		

IMPLEMENTATION - Progression in Geography Knowledge (Sticky Knowledge)

<p>Reception</p>	<p>Reception</p> <ul style="list-style-type: none"> • Know that they live in the village of Hunton in North Yorkshire. • Know that they live in the country of England. • Hold a map the correct way up. • Explain what the weather is like each day. • Know that in winter it is cold and in summer it is warm. • Know that some countries have different climates. • Name some places they have visited and which type of transport they used to get there. 		
<p>Year 1</p>	<p>What is it like where I live?</p>	<p>How does the weather effect our lives?</p>	<p>Why do we love being beside the seaside?</p>
	<ul style="list-style-type: none"> • Know what physical and human geography means. • Locate the North East of England on a map. • Be able to name some physical and human features of geography. 	<ul style="list-style-type: none"> • Know the names of some types of weather. • Know that the further from the equator, the colder the place is. • Name some hot and cold places on Earth. • Locate the North Sea. 	<ul style="list-style-type: none"> • Know some popular activities at the seaside. • Name some seaside locations close to Hunton (Redcar, Whitby, Scarborough, Saltburn) • To explain what pollution is • To know some European destinations from Teesside Airport.
<p>Year 2/3</p>	<p>How has my local environment changed over time?</p>	<p>Why don't penguins need to fly?</p>	<p>How does the geography of Nevada compare with where I live?</p>
	<ul style="list-style-type: none"> • Know that, across the UK, more land is being given to housing development. • Describe some ways in which our local landscape has changed in recent years (the A1 corridor and the development of solar energy farms). 	<ul style="list-style-type: none"> • Locate Antarctica and the Sahara Desert on a map. • Know how living things can adapt to survive in Antarctica. • Name three African countries which are part of the Sahara Desert. 	<ul style="list-style-type: none"> • Name and label the seven continents. • Identify three ways in which Nevada is different to where I live • Be able to explain why the temperature is so hot in Nevada.
	<p>Is Bedale really brilliant?</p>	<p>What is it like to live in Kampong Ayr?</p>	<p>Why does it matter where my food comes from?</p>

	<ul style="list-style-type: none"> Locate England, Scotland, Ireland and Wales. Locate Bedale on a world and UK map. Explain how land use has changed over time. 	<ul style="list-style-type: none"> Know that the temperature decreases towards the North and South Poles and gets warmer near the Equator (generally) Know that Bandar Seri Begawan is the capital city of Brunei. Locate Europe and Asia on a map of the world. Know how living things are adapted to living in rainforests. 	<ul style="list-style-type: none"> Know that all the food we eat comes from plants or animals. Know some fruit and vegetables sold at a local grocer and their cost.
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Year 4/5	Who are Britain's national parks for?	How do volcanoes effect the lives of people in Hiemaey?	Why are mountains so important?
	<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Know the location of the world's largest mountain ranges Know how tectonic plates can form mountains. Know, briefly, why fossils form. Know the location of the Cambrian Mountains, Grampian Mountains and Pennines.
	What is a river?	How can we live more sustainably?	Is Florida really the sunshine state?
	<ul style="list-style-type: none"> Know how a river changes course from high to low ground. The location of the 5 major rivers in the UK (Thames, Ouse, Mersey, Severn and Clyde) The components of the water cycle. 	<ul style="list-style-type: none"> Know what living sustainably means. How solar panels and wind turbines are used to make electricity How sources of power to the UK have changed over time What the consequences of not living sustainably are. 	<ul style="list-style-type: none"> Identify lines of longitude and latitude. Identify main cities in North America. Know how hurricanes form. Explain typical weather patterns in Florida and the UK.

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Year 6	What makes the Yorkshire Dales a tourist honey-trap?	How is climate change effecting the world?	Why do so many people live in megacities?
	<ul style="list-style-type: none">• Identify the location of main towns within North Yorkshire on a map of the UK.• Explain how the geography of North Yorkshire is similar / different to other areas of the UK.• Know why the Yorkshire Dales are popular with tourists.• Name some tourist attractions within North Yorkshire.• Know the positive and negative effects of tourism.	<ul style="list-style-type: none">• Know how climate change is impacting the UK.• Explain how climate change could risk Hunton.• Know what is meant by 'global warming'	<ul style="list-style-type: none">• Know how to identify each continent• Know the names of the 10 largest cities in the world and their locations on a map.• Know the 10 largest cities in the UK and their location.• Why the Brazilian government created a new capital city.• Know the capital city of Brazil.

IMPLEMENTATION - Rationale

Our geography curriculum is carefully designed to consider the needs of our pupils in terms of its sequencing and progression. In Year 1 the pupil's study the immediate village locality; this is further developed in Year 2/3 where the children learnt how are village has changed over time, and learn more about the local market town of Bedale. Further into KS2, pupil's 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, units which focus on climate and the weather; trade and contrasting localities allow the children to gain knowledge and skills which accumulate over time.

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; it allows our small school to come together to celebrate 'launch and landing' days and parents to become part of the learning cycle.

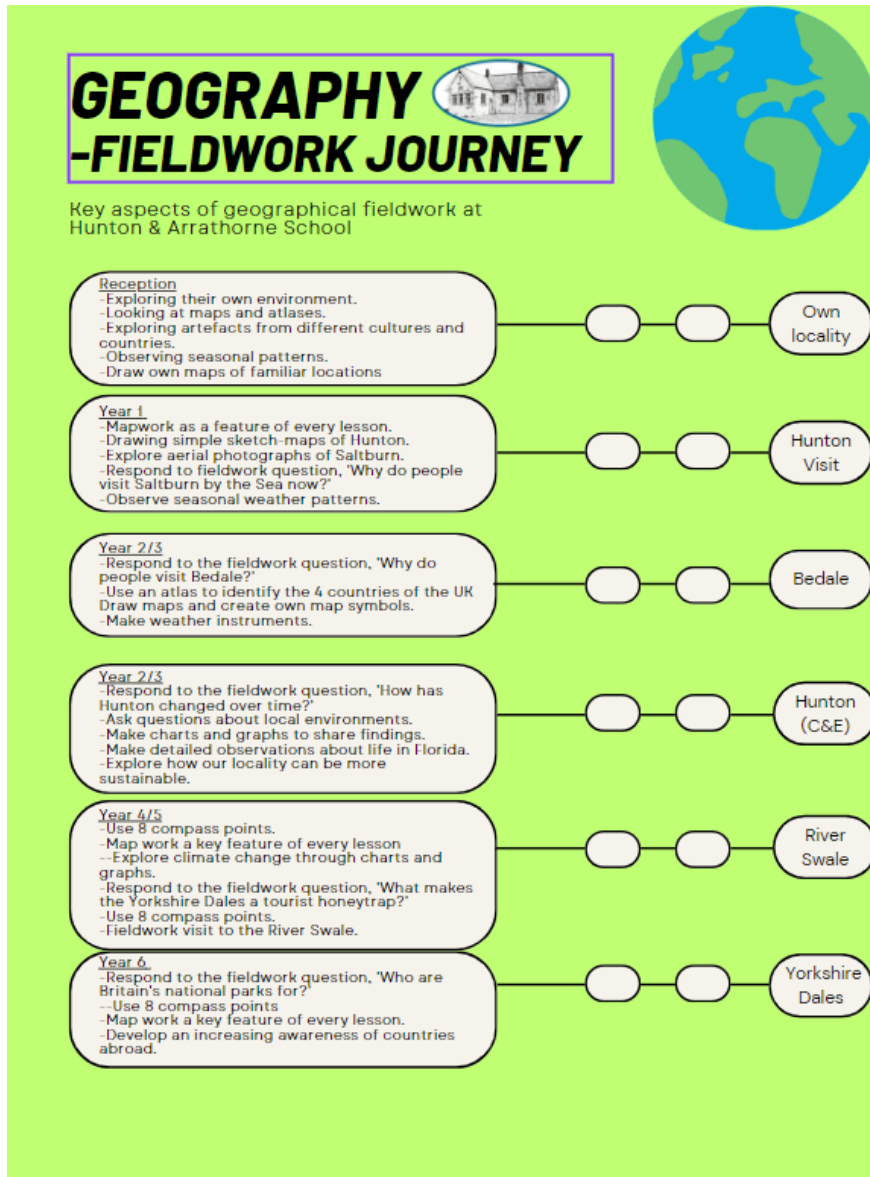
The global curriculum is also a key part of our geography learning. As change-makers, global projects are identified within each year group which are celebrated in school.

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

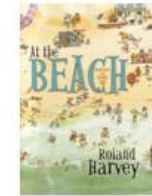
IMPLEMENTATION – Enquiry / Fieldwork Journey



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



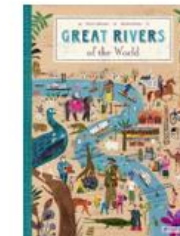
Year 2/3



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.