



Curriculum  
Progression  
Document

Geography



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Geography  
Curriculum  
Intent

# Acres Hill Community Primary School- Intent

## Acres Hill Community Primary Curriculum Intent

At Acres Hill we know that education is fundamental to improving the life chances of our pupils and their families. For all our children, the goal is that they will leave Acres Hill Community Primary School as proficient and confident readers, writers and mathematicians who have a love for learning and an interest in the world in which we live.

For this to occur children also need to be confident, independent and resilient. Our curriculum therefore aims to support the whole child, in order to equip them with academic and interpersonal skills required to be successful, whilst also building aspirations and confidence to dream big and aim high.

In order to accomplish this aim we deliver a broad and balanced curriculum across school. The curriculum is sequenced and rigorous in order to develop and support children's core academic knowledge and skills, whilst also broadening children's understanding of the wider world (and their place in it) so that they are fully equipped to explore and succeed as part of it.

We deliver a curriculum that:

- Gives children the knowledge to flourish in the next stages of their education
- Utilises highly skilled teaching which builds on children's prior learning
- Ensures that learning for children is precise and focused
- Is well sequenced so that knowledge and skills are built upon progressively throughout a child's time in school
- Uses planned opportunities for repetition of learning and the threading of key concepts and ideas
- Supports children to experience their learning in creative and stimulating ways, supporting children to be curious, independent and motivated in their own learning
- Embraces the local area and community, in order to recognise its heritage, local history and geography; as well as its place within the wider world.
- Promotes the supporting of the whole child, to ensure that children are empowered to be physically and emotionally well and able to lead positive and productive lives
- Is aspirational; all staff work to inspire and support children in order to ensure they are aware of the world to be explored and that they are suitably equipped and challenged to do so.

## Geography Subject Intent

We aim to ensure our children:

- have a knowledge of locations around the world being able to confidently define the physical and human characteristics of these places.
- should know about the diversity of places, people and natural and human environments and how these have changed over time.
- understand and use disciplinary knowledge such as map skills and have experiences of fieldwork that deepen their understanding of geographical processes.
- understand the physical process of Planet Earth e.g. the water cycle, volcanoes etc.

# Acres Hill Community Primary School- Aspirations

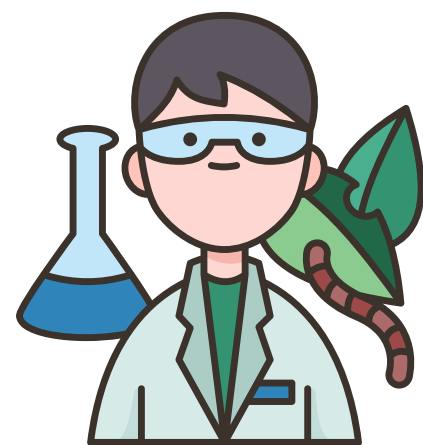
## Aspirations for the future;

At Acres Hill, we are always thinking about how to prepare our children for the next stage in their learning journey and beyond. We like to talk to the children about their aspirations and take the time to consider the jobs that a range of the foundation subjects are needed for.

Here are some of the jobs you could aspire to do in the future as a Geographer:

- Marine Biologist
- Weather Presenter
- Forester
- Farmer

For more careers, visit the First Careers website to learn more about different job roles linked to your favourite subjects



Marine Biologist



Forester



Farmer



Weather Presenter

# Acres Hill Community Primary School- Enrichment

## **Wider Curriculum Opportunities & Cultural Capital**

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This can include a programme of clubs, that support the core curriculum offer, as well as also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

We also provide further opportunities to enhance children's learning wherever possible. These can include:

## **Whole School Theme Days/Weeks**

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying, eSafety Day, World Book Day, Red Nose Day and Comic Relief.

## **Educational Visits and Residentials**

School trips and visits are an integral part of the education of children at Acres Hill. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities such as author visits, trips to the theatre, sporting events; and attending or taking part in performances or competitions.

Children in Y2, Y4 & Y6 take part in a residential visit. These are planned to provide new and exciting experiences. Children in Year 2 and Year 4 go on a residential visit and Year 6 take part in an outdoor pursuits residential where they experience a range of activities such as orienteering, climbing, abseiling, raft building, archery and lots more.



# Geography in the Early Years Foundation Stage

Developing Early  
Geographical Skills

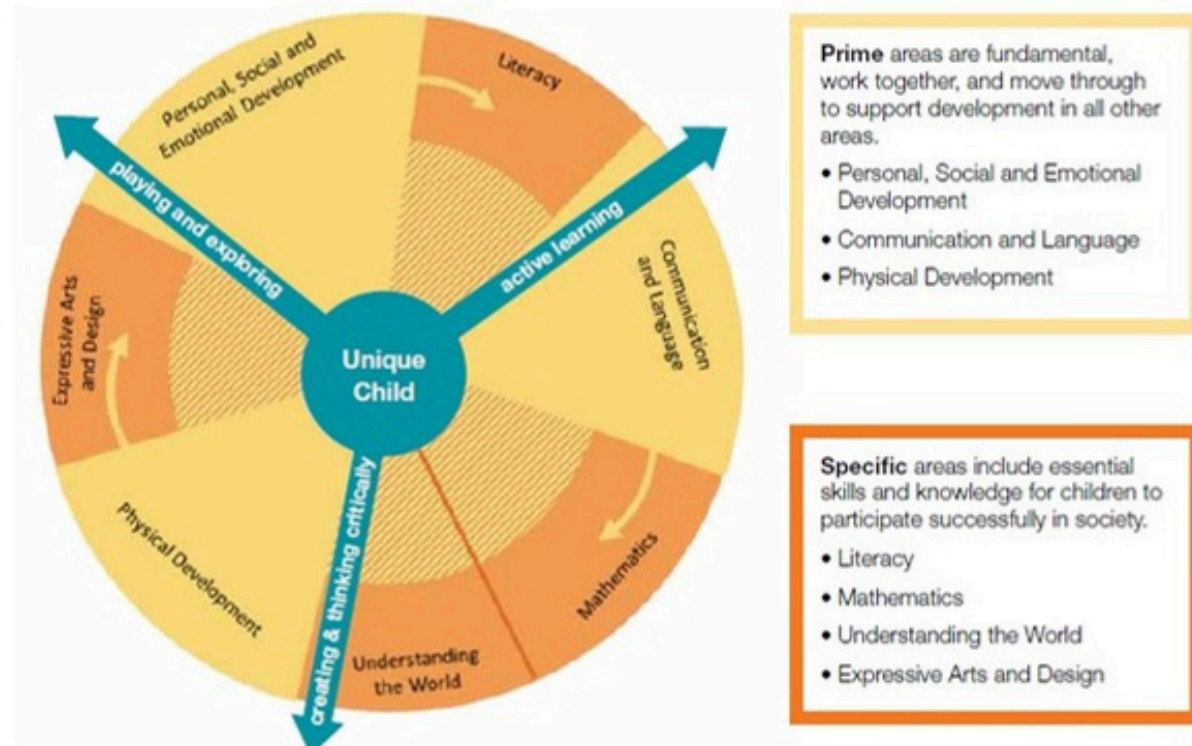
# Developing Early Geographical Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of geography in our EYFS:

## ELG 14: Understanding of the world: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.



# Geography and the National Curriculum

# Geography and the National Curriculum: Key Stage One

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

## Locational knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

## Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

## Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
  - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
  - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

## Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

# Geography and the National Curriculum: Key Stage Two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

## Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental
- regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features
- (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

## Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

## Human and physical geography

- Describe and understand key aspects of:
  - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



# Implementation of Whole School Geography

Programme of Study

# Acres Hill's Geography Programme of Study

|            |                                                                 | Key Concept                                                                                              |                                                                                                                      |                                                                                             |                                                                                                            |
|------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Year Group | Enquiry Question                                                | Locational Knowledge  | Natural Environments & Landforms  | Climate  | Geographical Diversity  |
| 1          | What is my local area?                                          |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 1          | Is Greenland green?                                             |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 1          | Do all seashores look the same?                                 |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 2          | What makes the United Kingdom?                                  |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 2          | Why are maps so important?                                      |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 2          | How is Nigeria similar and different to the United Kingdom?     |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 3          | What is the significance of the Equator to our planet?          |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 3          | Where do earthquakes and volcanic eruptions occur in the world? |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 3          | Are all settlements the same?                                   |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 4          | Why are rainforests important to us?                            |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |

# Acres Hill's Geography Programme of Study

|            |                                                                         | Key Concept                                                                                              |                                                                                                                      |                                                                                             |                                                                                                            |
|------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Year Group | Enquiry Question                                                        | Locational Knowledge  | Natural Environments & Landforms  | Climate  | Geographical Diversity  |
| 4          | How does a river change on its journey from source to mouth?            |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 4          | Why is the Yorkshire coast eroding?                                     |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 5          | Why is Fairtrade fair?                                                  |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 5          | What components make up a biome?                                        |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 5          | How is Innsbruck in the Alps similar or different to the Peak District? |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 6          | What exactly is so special about the Galapagos?                         |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |
| 6          | How does climate change impact the planet?                              |                                                                                                          |                                                                                                                      |                                                                                             |                                                                                                            |



# Implementation of Whole School Geography

Progression of Knowledge  
& Skills

# Progression of Knowledge & Skills- Threshold Concepts

At Acres Hill, we aim to develop the following concepts through the progressive teaching of geographical knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage Two.

Pupils will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.

## Geography Concepts

- **Locational Knowledge**

Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns, cities, counties, continents, seas and oceans as well as key regions such as the equator, Northern and Southern Hemispheres.

- **Natural Environments and Landforms**

Pupils will develop their knowledge that physical features are naturally occurring landforms of environments such as hills, mountains, valleys and bodies of water. These processes sometimes take millennia to happen and they are ongoing.

- **Climate**

Pupils will understand that different parts of the world have different climates. The most familiar features of a region's climate are temperature and precipitation.

- **Geographical Diversity**

Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment, trade, settlement and transport. They will learn about population, economic activity, human features, settlements, sustainability, including the impact of humans on climate.



Implementation

# Progression of Knowledge- Key Stage One

|          | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 2 | <p><b>What is in my local area?</b></p> <p><b>Key concept:</b> Geographical Diversity</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"><li>• Darnall is an area in the city of Sheffield.</li><li>• Near my school, there are shops, roads, houses, train station and woodlands.</li><li>• The four points of a compass are North, South, East and West.</li><li>• Human features have been made by humans such as houses, harbours, factories etc</li><li>• Physical features have been formed by nature such as mountains, forests, beaches etc</li></ul> | <p><b>What makes the United Kingdom?</b></p> <p><b>Key concept:</b> Locational Knowledge</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"><li>• 4 countries of the United Kingdom are England, Wales, Scotland and Northern Ireland.</li><li>• 4 capital cities are London, Cardiff, Belfast and Edinburgh.</li><li>• Birmingham is a large city in England that is known for being the first "manufacturing town" in the world.</li><li>• Inverness is a city on Scotland's northeast coast. It's the largest city of the Scottish Highlands</li><li>• The United Kingdom is an island and therefore has lots of coastal towns.</li><li>• The seas around the countries are the Channel, the Irish Sea, the North Sea and the Atlantic Ocean.</li></ul> |

# Progression of Knowledge- Key Stage One

|          | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spring 2 | <p><b>Is Greenland green?</b></p> <p><b>Key concept:</b> Climate</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"><li>• Greenland is a country within the Arctic Circle</li><li>• Greenland is much colder than the UK because of this fewer people live there</li><li>• Greenland has no night in Summer and daylight in Winter</li><li>• Indigenous people who live in Greenland are known as Inuit. They live very differently to people in the UK.</li><li>• Although it is possible to grow hardy vegetables, Greenlanders must import much of their food, clothing and other necessities.</li><li>• As it is very cold, people need to wear thick warm clothing which is sometimes made from animal fur.</li></ul> | <p><b>Why are maps important?</b></p> <p><b>Key concept:</b> Geographical Diversity</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"><li>• Aerial photos are taken from above a location</li><li>• Landmarks are places of importance in a location</li><li>• A map is a drawing of an area from above</li><li>• The four points of a compass are North, South, East and West.</li><li>• We use maps to help plan routes and places we are looking for</li><li>• A key on a map uses symbols to show where something is</li><li>• Human features: A feature that has been made by humans such as houses, harbours, factories etc</li><li>• Physical features: a Feature that has been formed by nature such as mountains, forests, beaches etc</li></ul> |

# Progression of Knowledge- Key Stage One

|          | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summer 2 | <p><b>Do all seashores look the same?</b></p> <p><b>Key concept:</b> Geographical Diversity</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"><li>• A seashore has physical features such as the beach, cliffs, sea, coastline, rocks.</li><li>• A seashore has human features such as a harbour, pier, lighthouse, promenade, shops and cafes.</li><li>• People go to the seashore for holidays.</li><li>• Aerial photos are taken from above a location.</li><li>• Landmarks are places of importance in a location.</li><li>• A map is a drawing of an area from above.</li><li>• We use maps to help plan routes and places we are looking for.</li><li>• A key on a map uses symbols to show where something is.</li></ul> | <p><b>How is Nigeria similar and different to the UK?</b></p> <p><b>Key concept:</b> Geographical Diversity</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"><li>• The world is made up of many countries.</li><li>• The countries can be grouped into 7 continents.</li><li>• The large bodies of water between each continent are called oceans.</li><li>• Africa is not a country. It is one of the world's continents. It contains 54 countries, and many have their own language and culture.</li><li>• People visit Africa for many different reasons including tourism, work and to visit family.</li><li>• The United Kingdom is an island and made up of 4 countries. It is not a continent.</li></ul> |

# Progression of Knowledge- Key Stage Two

|                     | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Autumn<br/>2</b> | <p><b>Where do earthquakes and volcanic eruptions occur in the world?</b></p> <p><b>Key concept:</b> Natural Environments and Landforms</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• A natural disaster is an event caused by nature such as volcanic eruptions and earthquakes</li> <li>• The earth's crust isn't one solid layer. It is broken up into huge areas called tectonic plates that float on top of the mantle.</li> <li>• These plates are always moving. Volcanic eruptions and earthquakes occur due to sudden movement at tectonic plate boundaries.</li> <li>• The tropic of Cancer is in the Northern Hemisphere and the Tropic of Capricorn is in the Southern Hemisphere.</li> <li>• They are both places within the hemisphere where it's possible for the sun to be directly overhead.</li> </ul> | <p><b>Why are rainforests important to us?</b></p> <p><b>Key concept:</b> Climate</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• Rainforests are a dense forest with high rainfall</li> <li>• Rainforests are primarily located in the tropical regions of the world, generally between the Tropic of Cancer and the Tropic of Capricorn, close to the Equator</li> <li>• There are 4 layers in a rainforest which are Emergent, Canopy, Understory and Forest Floor. Each layer has a variety of different species that live within them.</li> <li>• Because rainforests are so large, they help regulate global climate by storing excess carbon dioxide in the trees and soil.</li> </ul> | <p><b>Why is Fairtrade fair?</b></p> <p><b>Key concept:</b> Geographical Diversity</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Trade is an important way to make sure that natural resources are shared around the world</li> <li>• Fairtrade is an arrangement which aims to ensure that farmers get a good fair price for their goods</li> <li>• Many items we enjoy can be Fairtrade, but this often means it costs more to buy</li> <li>• Fairtrade items include bananas, coffee and chocolate – support the farmers involved in growing, harvesting and trading these.</li> </ul> | <p><b>What exactly is so special about the Galapagos?</b></p> <p><b>Key concept:</b> Locational Knowledge</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• The Galápagos Islands are an archipelago, or group of islands, that have been created by volcanoes.</li> <li>• The Galapagos Islands area situated in the Pacific Ocean. They lie along the Equator</li> <li>• Only four islands are inhabited, with a total of around 30,000 inhabitants.</li> <li>• Galapagos is a harsh, remote land, and the species that arrived there did not survive by diversifying, but rather by evolving specific traits to suit a certain aspect in the environment.</li> </ul> |

# Progression of Knowledge- Key Stage Two

|          | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 6 |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Spring 2 | <p><b>What is the significance of the Equator to our planet?</b></p> <p><b>Key concept:</b> Locational Knowledge</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• The equator is an imaginary line around the middle of a planet.</li> <li>• Places north of the equator are part of the Northern Hemisphere. Places south of the Equator are in the Southern Hemisphere.</li> <li>• The Northern Hemisphere includes the continents of North America, Russia and most of Asia/</li> <li>• The Arctic circle is in the Northern Hemisphere.</li> <li>• The Southern Hemisphere includes the continents of Australia, Antarctica and some of South America and Africa.</li> <li>• Different varieties of animals live within specific countries due to the physical features of that location such as climate, vegetation or habitat – they have specific needs</li> </ul> | <p><b>How does a river change on its journey from source to mouth?</b></p> <p><b>Key concept:</b> Natural Environments &amp; Landforms</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• Rivers carry water and nutrients to areas all around earth.</li> <li>• They play an important part in the water cycle, acting as drainage channels for surface water.</li> <li>• Rivers drain nearly 75% of the earth's land surface.</li> <li>• Rivers are constantly changing. For humans to live near and utilize rivers they must be managed.</li> <li>• Rivers use to play more of a prominent role before roads/motorways were established.</li> </ul> | <p><b>How is Innsbruck in the Alps similar or different to the Peak District?</b></p> <p><b>Key concept:</b> Geographical Diversity</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• Innsbruck is a region in Austria which is in Europe. It is located within The Alps.</li> <li>• The Peak District is in England (United Kingdom). It is mainly in Derbyshire but spreads into other counties. It is part of the Pennines.</li> <li>• Similarities: Both are mountainous areas, popular tourist destinations, outdoor recreational activities, conservation efforts (e.g. national park in peak district, protected areas in the Alps), impact of tourism on the environment</li> <li>Differences: Innsbruck is a city; Peak District is rural, Alps are higher and have more extreme weather,</li> </ul> |        |

# Progression of Knowledge- Key Stage Two

|                 | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Summer 2</b> | <p><b>Are all settlements the same?</b></p> <p><b>Key concept:</b> Natural Environments and Landforms</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• Great Britain refers to the main island of the UK (including England, Wales and Scotland).</li> <li>• The physical geography of the UK is very varied (this means there are lots of different physical features).</li> <li>• England is divided into 48 counties with North Yorkshire being the largest by area.</li> <li>• A settlement is a place where people establish community</li> <li>• Settlements can vary in size from a small village, a town or a city which is the largest settlement.</li> <li>• Land has a variety of uses including agricultural, retail, leisure, residential, business and industrial use.</li> </ul> | <p><b>Why is the Yorkshire Coast eroding?</b></p> <p><b>Key concept:</b> Natural Environments and Landforms</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• The coast is where the land meets the sea. Over time, coastlines change as a result of coastal erosion.</li> <li>• Waves are created by the movement of air across the sea. The sea's waves lead to erosion of the land (the wearing away and breaking up of rock along the coast). This results in bays and headlands forming. Further erosion leads to cracks, caves, arches, stacks and stumps.</li> <li>• Coastal areas are popular for tourism (people visiting for holidays) and residential areas (where people live), but land use is being threatened by coastal erosion.</li> </ul> | <p><b>What components make up a biome?</b></p> <p><b>Key concept:</b> Climate</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• A biome is a large area on the Earth's surface that is defined by the types of animals and plants living there.</li> <li>• There are five major types of biomes: aquatic, grassland, forest, desert, and tundra.</li> <li>• The Greenwich Meridian is where time zones begin and end.</li> <li>• Lines of latitude and longitude help us to identify where places are in the world.</li> <li>• Lines of longitude demarcate the time zones.</li> </ul> | <p><b>How might climate change impact the planet?</b></p> <p><b>Key concept:</b> Climate</p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures.</li> <li>• Climate change affects the whole planet but looks different in different places or seasons. There are both positive and negative effects of climate change.</li> <li>• There are both human and natural causes of climate change.</li> </ul> <p><b>Human causes</b></p> <ul style="list-style-type: none"> <li>• Burning fossil fuels</li> <li>• Transport emissions.</li> <li>• Deforestation</li> <li>• Dumping waste in landfills</li> <li>• Agriculture</li> </ul> <p><b>Natural causes</b></p> <ul style="list-style-type: none"> <li>• Volcanic eruptions</li> </ul> <p>• Emissions can be reduced by doing things like using renewable energy sources, planting more trees, and using public transport or walking/cycling.</p> |

# Progression of Skills- Map reading & skills

|                                                                                                                                                                                          | EYFS                                                                                                                                                                                                              | Key Stage One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Lower Key Stage Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Upper Key Stage Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>The use and study of maps is central to geographical learning and understanding. Maps are key to representing the features and layout of the world, from the local to the global.</p> | <p><b>Nursery and Reception</b></p> <ul style="list-style-type: none"> <li>I can follow directions – up, down, left and right.</li> <li>I may be able to identify local features on aerial photograph.</li> </ul> | <p><b>Year One</b></p> <ul style="list-style-type: none"> <li>Follow directions; up/down, left/right, behind/in front of</li> <li>Use own symbols on imaginary maps</li> <li>Use relative vocab; bigger/smaller, like/unlike</li> <li>Talk about own maps.</li> </ul> <p><b>Year Two</b></p> <ul style="list-style-type: none"> <li>To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.</li> <li>To be able to read a map that shows the world's seven continents and five oceans.</li> <li>Follow directions; North, East, South, West.</li> <li>Use class agreed symbols on simple map.</li> <li>Use a plan and infant atlas to help create simple maps.</li> </ul> | <p><b>Year Three</b></p> <ul style="list-style-type: none"> <li>To be able to read a map of the countries of Europe (including Russia)</li> <li>To be able to use a map to highlight tectonic plates.</li> <li>To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere.</li> <li>Use pairs of coordinates and eight figure compass points.</li> </ul> <p><b>Year Four</b></p> <ul style="list-style-type: none"> <li>To be able to read a map of the UK's counties and cities.</li> <li>Read some basic symbols and key (including the use of a simplified Ordnance Survey maps) to locate counties and describe the features studied.</li> <li>Use a variety of maps of different scale to locate places.</li> </ul> | <p><b>Year Five</b></p> <ul style="list-style-type: none"> <li>Use 4 &amp; 6-figure grid reference to locate features on a map.</li> <li>Draw a map using symbols and a key,</li> <li>Measure straight line distance on a map.</li> <li>Compare large-scale map and vertical photo, select maps for a purpose.</li> </ul> <p><b>Year Six</b></p> <ul style="list-style-type: none"> <li>To be able to lead their own mapping skills and present their finding in their preferred way.</li> <li>Draw a detailed sketch map using symbols and a key.</li> <li>I can use the eight points of a compass, symbols and key to show my knowledge of the wider world.</li> </ul> |

# Progression of Skills- Field work

|                                                                                                                             | EYFS                                                                                                                                                                                                                                                  | Key Stage One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lower Key Stage Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Upper Key Stage Two                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Fieldwork is the means by which students can engage and develop a deep understanding of geographical processes and enquiry. | <p><b>Nursery and Reception</b></p> <ul style="list-style-type: none"> <li>• I can use some of my senses to observe places</li> <li>• I can identify simple types of buildings &amp; places around me and know their own special features.</li> </ul> | <p><b>Year One</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding in the local area to devise a simple map; maps of school playgrounds or local area</li> <li>• Use aerial photographs</li> </ul> <p><b>Year Two</b></p> <ul style="list-style-type: none"> <li>• Recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map and the key human and physical features of its environment</li> <li>• Use aerial photographs</li> </ul> | <p><b>Year Three</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>• Use grid references with teaching of latitude and longitude in depth.</li> </ul> <p><b>Year Four</b></p> <ul style="list-style-type: none"> <li>• Use some basic symbols and key (including the use of a simplified Ordnance Survey maps) to locate counties and describe the features studied.</li> <li>• Begin to use fieldwork to observe and record the human and physical features in an area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> | <p><b>Year Five</b></p> <ul style="list-style-type: none"> <li>• Continue to use fieldwork to observe and record the human and physical features in an area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Year Six</b></p> <ul style="list-style-type: none"> <li>• Confidently use the eight points of a compass and a range of types of grid reference to build their knowledge of the wider world.</li> </ul> |

# SMSC in Geography

## **SMSC within the curriculum**

SMSC is not a lesson which is taught in isolation, it is interwoven throughout our curriculum. Geography naturally provides rich opportunities for learning about the world around them and there are clear links with global citizenship, sustainable development and similarities and differences across the world. Staff are able to enhance teaching and learning by modelling respectful language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of geography to provide children with a broad knowledge and understanding.

## **What impact does this have?**

Due to the fact SMSC development is integrated into our broad and balanced curriculum, children understand the importance of their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a SMSC perspective to areas of the curriculum can enhance and enrich learning and instil a respectful ethos within our school. By ensuring that children have a rich SMSC understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.