Geography Curriculum Map

INTENT

"The Study of Geography is more than about memorising places on a map – it is about understanding the complexity of our world". (Barack Obama)

At Hoyle Court Primary School it is our vision that high quality Geography education should inspire your child with a curiosity and sense of wonder about our world and its people, which will remain with them for the rest of their lives. At Hoyle court our curriculum map gives an overview of the **skills and knowledge** covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As there are only three units per year group, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase. The Our curriculum aims to equip your child with knowledge about how places and landscapes are formed and the interaction between physical and human processes. We aim to deepen children's understanding of how people and their environment interact so that they understand how a diverse range of societies and environments are interconnected. As your child progresses through school, they are encouraged to carry out hands-on fieldwork, analyse and evaluate findings and propose solutions to environmental problems (such as climate change). Fieldwork is essential and we enjoy exciting trips to a variety of places to experience Geography in action such as studying the surroundings of Saltaire with a map and a compass!). We develop pupils' confidence and competence in specific geographical skills including map work and use of technology (digital mapping). The teaching of geography builds on children's own experience and helps them face the challenges that will shape our societies and environments at a local, national and global scale. All our children leave us with a greater understanding of our world and how human beings occupy and respond to the world they inhabit.

IMPLEMENTATION

At Hoyle Court Primary School we adopt and adapt the Kapow framework for geography to meet the needs of our children. The implementation of Geography at Hoyle Court follows a long-term plan for each Key Stage. To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is embedded as part of a termly sequence, focusing on knowledge and skills stated in the National Curriculum. We carefully measure progress though assessment, these are specific to the skills taught in each of the topics. We track assessment data through school using our own bespoke tracking system. Our curriculum map shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the progression of key geographical concepts. The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

<table>
<tr><th></th><th colspan="2">Essential knowledge and skills</th><th>Vocabulary</th><th>Local context/enrichment</th></tr>
<tr><td rowspan="3">Early Years</td><td colspan="2">Hedgehogs
Understand simple questions about ‘who’, ‘what’ and ‘where’
• Explore and respond to different natural phenomena in their setting and on trips.</td><td>House, nursery, shops, park, rain, sun, snow, hot</td><td rowspan="3">Walk to the train station
Season walks
Farm visit
Local area walk</td></tr>
<tr><td colspan="2">Squirrels
• Use all their senses in hands-on exploration of natural materials.
• Begin to understand the need to respect and care for the natural environment and all living things.
• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
• Understand position through words alone - for example, ‘The bag is under the table:’ - with no pointing.
• Describe a familiar route.
• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</td><td>Hoyle Court, Baildon, map, Seasons, Spring, Summer, Autumn, Winter, place, train station, library, beach, sea, river, woods</td></tr>
<tr><td colspan="2">Owls
• Draw information from a simple map.
• Explore the natural world around them.
• Recognise some similarities and differences between life in this country and life in other countries.
• Recognise some environments that are different to the one in which they live.</td><td>Shipley, Bradford, similarities, differences, compare, country, canal, forest, mountain, ocean, weather, globe, atlas, journey, mosque, Baildon Moor, Shipley Glen</td></tr>
<tr><td rowspan="6">Key Stage 1</td><td colspan="2">Locational Knowledge</td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Skills</td><td>Knowledge</td></tr>
<tr><td>Year 1/2:
• Locating all the world’s seven continents on a world map.
• Locating the world’s five oceans on a world map.
• Showing on a map which continent they live in.
• Locating the four countries of the United Kingdom (UK) on a map of this area.
• Showing on a map which country they live in and locating its capital city.
• Showing on a map the oceans nearest the continent they live in.
• Locating the surrounding seas and oceans of the UK on a map of this area .
• Confidently locating the capital cities of the four countries of the UK on a map of this area.
• Identifying characteristics (both human and physical) of the four capital cities of the UK.
• Showing on a map the city, town or village where they live in relation to their capital city.</td><td>Year 1/2:
• To be able to name the seven continents of the world.
• To know that a continent is a group of countries.
• To know that they live in the continent of Europe.
• To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean.
• To be able to name the five oceans of the world.
• To know that the UK is short for ‘United Kingdom’.
• To know that a country is a land or nation with its own government.
• To know that the United Kingdom is made up of four countries and their names.
• To know the name of the country they live in.
• To know that there are four bodies of water surrounding the UK and to be able to name them.
• To name some characteristics of the four capital cities of the UK.
• To know the four capital cities of the UK.
• To know that a capital city is the city where a country’s government is located.</td><td>Place, continent, country, Europe, England, Scotland, Wales, Northern Ireland, United Kingdom (UK), Asia, China, Shanghai, Africa, North America, South America, Antarctica, Oceania, Equator
North Pole, South Pole, Kenya
Weymouth, Jurassic Coast
Pembrokeshire, Orkney Islands, Giant’s Causeway
Flamborough Head, North Sea
English Channel, The Irish Sea
Atlantic Ocean, Indian Ocean
Southern Ocean, Pacific Ocean, Arctic Ocean, London
Edinburgh, Cardiff, Belfast
Ben Nevis, Lake Windermere
Mount Snowdon, capital city</td><td rowspan="3">Beyond my door:
Visit to a local area – Denso Marston nature reserve. Observe the human and physical features. Identify the area on a map. Compare this area to other areas.

Into the Woods:
Visit the forest school area to see mini beasts and look at the physical features.

Great Britain:
Trip to Skipton castle. Observe the human and physical features of the area. Identify Skipton on a map.

Captivating cultures:
Chinese New Year party. To know that life elsewhere is different to theirs. To compare cultural differences.

Extraordinary Explorers:
Dress up day. Come into school dressed as a famous explorer. Take the role of a geographical explorer. Investigate and make observations.</td></tr>
<tr><td colspan="2">Place Knowledge</td></tr>
<tr><td>Skills</td><td>Knowledge</td></tr>
<tr><td>Year 1/2:
• Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country.
• Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country.
• Describing what physical features may occur in a hot place in comparison to a cold place.</td><td>Year 1/2:
• To know that life elsewhere in the world is often different to theirs.
• To know that life elsewhere in the world often has similarities to theirs.
• To know some similarities and differences between their local area and a contrasting non European country.</td><td></td></tr>
<tr><td colspan="2">Human and physical geography</td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Skills</td><td>Knowledge</td></tr>
</table>

	Year 1/2: • Describing how the weather changes with each season in the UK. • **Describing the daily weather patterns in their locality.** • **Confidently using the vocabulary 'season' and 'weather'.** • **Recognising and describing some physical features of a location using subject-specific vocabulary.** • **Recognising and describing some human features of a location using subject-specific vocabulary.** • **Locating some hot and cold areas of the world on a world map.** • **Locating the Equator and North and South Poles on a world map.** • **Locating hot and cold areas of the world in relation to the Equator and the North and South poles.** • Describing and understanding the differences between a city, town and village.	**Year 1/2:** • **To know the four seasons of the UK.** • To know that 'weather' refers to the conditions outside at a particular time. • **To know that different parts of the UK often experience different weather.** • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • To know that weather conditions can be measured and recorded. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that human features means any feature of an area that was made or built by humans. • To know that the Equator is an imaginary line around the middle of the Earth. • **To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.** • To know that the North Pole is the northernmost point of the • Earth and the South Pole is the southernmost point of the Earth. • **To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.** • To know that coasts (and other physical features) change over time. • **To know some key physical features of the UK.** • To know that a sea is a body of water that is smaller than an ocean. • To know that human features change over time. • **To know some key human features of the UK.**	**Village**, **town**, **city**, **weather**, **season**, climate, lake, **river**, **ocean**, **sea**, **port**, **harbour**, skyscraper, metro, transport, desert, urban, rural, pack ice, ice sheet, arid, savannah, **vegetation**, grasslands, rainforest, polar, mild, temperate, habitat, aquarium, tourist, arch, bay, **coast**, mudflat, pier, **cliff**, **coastline**, island, sand dunes, stack	**Extraordinary Explorers:** Local area walk. A trip down to the canal to observe human and physical features. To make observations on the local area. To put vocabulary into real life context.
	Geographical skills and fieldwork			
	Skills	**Knowledge**		
	Year 1/2: **To use geographical skills, including first-hand observation to enhance their locational awareness:** • Question: Asking questions about the world around them • Question: Recognising there are different ways to answer a question. • Observe: Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places. • Observe: Asking and answering simple questions about human and physical features of the area surrounding their school grounds. • Measure: Asking and answering simple questions about the features of their school and school grounds. • Measure: Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. • Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Record: Classifying the features they notice into human and physical with teacher support. • Record: Taking digital photographs of geographical features in the locality. • Record: Making digital audio recordings when interviewing someone.	**Year 1/2:** • To know that an aerial photograph is a photograph taken from the air above. • **To know that atlases give information about the world and that a map tells us information about a place.** • To know that a map is a picture of a place, usually drawn from above. • To know that symbols are often used on maps to represent features. • **To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).** • To know what a sketch map is. • To know that a compass is an instrument we can use to find which direction is north. • **To know which direction is N, S, E, W on a map.** • To know that a globe is a spherical model of the Earth. • To begin to recognise world maps as a flattened globe. • To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent.	aerial view, aerial photograph distance, **location**, locate, near, far, left, right, north, east south, west, features, direction, physical feature human feature, similar different, survey, questionnaire compass, rain gauge, thermometer, **temperature** weathervane, **map**, **globe**, atlas symbol, key, landmark, sketch map, scale, OS map, sample tally chart, pictogram, bar chart data collection	

	• Present: Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. • Present: Presenting data in simple tally charts or pictograms and commenting on what the data shows.	• To know that a tally chart is a way of collecting data quickly • To know that a pictogram is a chart that uses pictures to show data.		
Lower Key Stage 2	**Locational Knowledge**			
	Skills	**Knowledge**		
	Year 3/4: • **Locating some major cities of the countries studied.** • Locating key physical features in countries studied including significant environmental regions. • **Locating some key human features in countries studied.** • Locating the world's most significant mountain ranges on a map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. • **Locating some counties in the UK (local to your school).** • **Locating some cities in the UK (local to your school).** • Beginning to locate the twelve geographical regions of the UK. • **Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.** • Identifying how topographical features studied have changed • over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • **Finding lines of latitude and longitude on a globe and explaining why these are important.** • **Identifying the position of the Tropics of Cancer and Capricorn and their significance.** • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and AntarcticCircle.	Year 3/4: • **To know where North and South America are on a world map.** • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • **To know the name of some counties in the UK (local to your school).** • **To know the name of some cities in the UK (local to your school).** • **To know the name of the county that they live in and their closest city.** • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the	Italy, climate zones, polar, temperate, arid, tropical, mediterranean, **mountains** Earth, Mount Kilimanjaro, The Andes, The Himalayas, The Rockies, The Alps, Mount Etna Lines of latitude, Lines of longitude, Tropic of Capricorn, Tropic of Cancer, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle, South Georgia, Mount Erebus, New Delhi, settlement, **county**, region, local, country border, biomes, savannah, tropical rainforest, temperate deciduous, **forest**, boreal **forest**, desert, tundra, Amazon rainforest, Brazil, Manaus, Côte d'Ivoire, West Africa, River Severn, River Thames, River Trent, River Great Ouse, River Wye, River Mississippi, River Amazon, River Nile, River Danube, River Yangtze, River Murray	**Inside Out:** Bradford Media museum visit. Visit to the local city centre. Opportunity for pupils to make observations and compare to the area of Baildon. **Amazing Amazon:** Zoolab animal handling. To learn about different areas of the world that the animals are from. To compare the habitats that the animals survive in to ours. **Brilliant Baildon:** A visit to the local Baildon moor. Children to complete their own fieldwork study. Including observing the human and physical features of an area, map work and deciding (with teacher support) how to collect data and present it. **Stone Age:** Trip to Murton Park. A chance to learn about the history of an area. Opportunities to compare how areas change over time. **Food glorious food:** Food tasting day. An opportunity for the pupls to compare food from around the world. Children to observe cultural differences and know that places around the world are different.

	invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.		Trip to the local supermarket. An opportunity for children to make observations as the landscape changes from the village to a town.
Place Knowledge			
Skills	**Knowledge**		
Year 3/4: • **Describing and beginning to explain similarities between two regions studied.** • **Describing and beginning to explain differences between two** • **regions studied.** • Describing how and why humans have responded in different • ways to their local environments. • Discussing climates and their impact on trade, land use and • settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Year 3/4: • To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes..		
Human and physical geography			
Skills	**Knowledge**		
Year 3/4: • **Mapping and labelling the six biomes on a world map.** • Understanding some of the causes of climate change. • **Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.** • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • **Explaining why different locations have different human features.** • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples	Year 3/4: • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • **To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.** • To know the world's biomes. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • **To know that climate zones are areas of the world with similar climates.** • **To know the world's different climate zones.** • To know that climates can influence the foods able to grow. • To know the main types of land use • **To know the different types of settlement** • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other	geothermal energy, man-made rock, treaty, ice shelf, drifting ice iceberg, wilderness, inner core, outer core, mantle, crust, **tectonic plates**, plate boundary, ,**volcano**, shield, composite, active, dormant, extinct, **mountain**, fault block, fold, volcanic, magma, magma chamber, vent, pyroclastic flow, fertile **soil**, minerals, volcanic springs, **earthquake**, **tsunami**, fault line, epicentre, seismic wave, focus, rock, natural, igneous, sedimentary, metamorphic, linear, nucleated, dispersed, recreational land, agricultural land, residential land, commercial land, place of worship, monument, memorial, facilities, indigenous peoples, deforestation, community, logging, mining, food miles, import, export, distribution, produce, waste, consume, fertilisers, pesticides, greengrocer, butcher, pollution, trade, product, cooperative, responsible trade, seasonal food, air freight, grant, packaging, bakery, food bank, allotment, **vegetation** belts, **forest** floor, understorey layer, canopy layer, emergent layer, drought, buttress roots, lianas, irrigation, leisure, supply, condensation, evaporation,	

		countries.	groundwater, percolation, **precipitation**, transpiration, **water cycle**, delta, estuary, floodplain, meander, oxbow, lake, **river**, mouth, source, tributary, **valley**, waterfall, flooding	
	Geographical skills and fieldwork			
	Skills	**Knowledge**		
	Year 3/4: • **Beginning to use maps at more than one scale.** • **Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.** • **Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.** • Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • **Accurately using 4-figure grid references to locate features on a map in regions studied.** • **Beginning to locate features using the 8 points of a compass.** • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • **Saying which directions are N, S, E, W on an OS map.** • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • **Observing, recording, and naming geographical features in their local environments.** • Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interviews to collect qualitative fieldwork data. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Collecting quantitative data in charts and graphs.	Year 3/4: • To understand that a scale shows how much smaller a map is compared to real life. • **To recognise world maps as a flattened globe.** • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • **To know that an OS map shows human and physical features as symbols.** • **To know that grid references help us locate a particular square on a map.** • **To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.** • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know how to use various simple sampling techniques. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.	negative/positive effects, climate change, **adaptation**, tourism, explorer, cross-section, similarity/difference, land use, expedition, magnetic/magnetic field, research, intention, destination, evaluate, compare, improvement, index, hemisphere, scale bar, mapping, tilt, four-figure grid reference, plot, **eight points of the compass**, route benefit/advantage, drawback/disadvantage, process, approximate, greenhouse gas, sustainability, carbon footprint, **global warming**, renewable energy, investigate, interview, method, risk, enquiry, data, analyse, present, quantitative/qualitative data, summarise, interpret, quote, source, sample size, reliability, limitations, open-ended/closed questions, Likert scale, represent, grid square,	

	• Using a questionnaire/interviews to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.			
Upper Key Stage 2	**Locational Knowledge**			
	Skills	**Knowledge**		
	Year 5/6: • **Locating more countries in Europe and North and South America using maps.** • **Locating major cities of the countries studied.** • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • **Locating many counties in the UK.** • **Locating many cities in the UK.** • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • **Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.** • **Using longitude and latitude when referencing location in an atlas or on a globe.**	Year 5/6: • **To know the name of many countries and major cities in Europe and North and South America.** • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). • **To know the name of many counties in the UK.** • **To know the name of many cities in the UK.** • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.	**The Alps**, **France**, Monaco, Switzerland, Liechtenstein, Austria, **Germany**, Slovenia, Great Barrier Reef, Australia, Japan, South Korea, **USA**, Thailand, India, Mojave Desert, Death Valley, Gobi Desert, Oleshky Sands, Sahara Desert, Chihuahuan Desert, Patagonian Desert, Antarctic Polar Desert, Great Victoria Desert, Nevada, Utah, Arizona, Atacama Desert, Prime/Greenwich Meridian, Singapore, Hong Kong, Bangladesh, Greenland, Iceland, Canada, Oman, Bulgaria, Port of Blyth, Midland, Texas, Glasgow, Liverpool, Bristol, Newcastle, Southampton, Plymouth, **Leeds**,	**Saltaire (Victorians):** Local walk to the world heritage site of Saltaire. Visit into the historic museum of Salts Mill. Opportunities for children to compare differences in the lives of people from the past to now. **Hidden Depths:** Visit to The Deep aquarium. Opportunities for pupils to compare how animals survive in different habitats. Opportunities to identify different continents, cities and areas across the planet. Understand that different areas have different features. Local walk to a marine habitat (the canal). Pupils complete a tally chart on the litter hotspots in the local area. The children then present their data in a range of graphs, this links directly with the maths objectives. **Galapagos and Evolution:** Animal visits/reptiles. The children have an opportunity to meet and learn about a range of species. They learn about their habitats and how they survive. They compare the places the animals originate from to their own home. **Automation and robots:,** Residential. The children in Year 5 visit Buckden house
	Place Knowledge			
	Skills	**Knowledge**		
	Year 5/6: • **Describing and explaining similarities between two environmental regions studied.** • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and	Year 5/6: • **To know some similarities and differences between the UK and a European mountain region.** • To know why tourists visit mountain regions.		

	settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.			and the children in Year 6 visit Windermere. During both of these visits, the children participate in a range of orienteering and map related tasks. This includes but is not exclusive to, orienteering, compass directions, search and rescue, navigating a boat etc. The children also participate in a trail walk through the valley of Windermere. The children compare the difference in physical and human features in this area. **Egypt:** The children visit Leeds Museum and learn about the country of Egypt. The children learn about cultural differences between Egypt and England. They locate Egypt on a map and discuss what the climate is like there in relation to its proximity from the equator. **Earth and Space:** Residential. The children in Year 5 visit Buckden house and the children in Year 6 visit Windermere. During both of these visits, the children participate in a range of orienteering and map related tasks. This includes but is not exclusive to, orienteering, compass directions, search and rescue, navigating a boat etc. The children also participate in a trail walk through the valley of Windermere. The children compare the difference in physical and human features in this area, **Stones and bones:,** The children become geologists and dig for fossils. The children investigate the different types of rocks and **soil** found. They then
	Human and physical geography			
	Skills	**Knowledge**		
	Year 5/6: • **Describing and understanding the key aspects of the six biomes.** • **Describing and understanding the key aspects of the six climate zones.** • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • **Understanding the distribution of natural resources both globally and within a specific region or country studied.** • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples.	Year 5/6: • **To know vegetation belts are areas of the world that are home to similar plant species** • To name and describe some of the world's vegetation belts. • To know why the ocean is important. • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. • **To know that natural resources can be used to make energy.** • **To know some positive impacts of humans on the environment.** • **To know some negative impacts of humans on the environment.**	Population, **mountain** range, temperate deciduous **forest**, coniferous trees, deciduous trees, coral bleaching, microplastics, acidification, overfishing, Marine Protected Area, single-use plastic, re-purpose, **plastic pollution**, disposable, policy, biodegradable, **ocean** current, buffer, coral reef, marine, **erosion**, decompose, airstrip, national park, nature reserve, tourist attraction, military, ranching, agriculture, desertification, flash flood, rainfall, barren, sparse, mesa, mushroom rock, natural arch, salt flat, densely populated, sparsely populated, population density, population distribution, birth rate, death rate, natural increase, migration, refugee, **push factors, pull factors,** voluntary, involuntary, air pollution, noise pollution, land mass, energy source, hydropower, wind power, solar power, nuclear power, biofuel, non-renewable, dam, replenished, consumption, producer, headquarters, offshore, onshore, coal, natural gas, crude oil, emissions, **ocean** tide, regenerate, fossil fuel,	
	Geographical skills and fieldwork			
	Skills	**Knowledge**		
	Year 5/6: • **Confidently using and understanding maps at more than one scale.** • **Using atlases, maps, globes and digital mapping to locate countries studied.** • **Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.** • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe	Year 5/6: • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To know a line graph can represent variables over time. • **To be aware of some issues in the local area.** • **To know what a range of data collection methods look like.** • **To know how to use a range of data collection methods.**	**natural disaster**, threat, species, dependent, geology, ecology, **ecosystem**, atmosphere, human footprint, environment, comparison, land height, sea level, thematic map, aerial map, digital map, time zone, fieldwork, **evidence**, **impact**, landscape, urban planner, digital technologies, conclusion, cartogram, Geographic Information System (GIS), pie chart, line graph, live data, consideration, annotate, justify, issue, viewpoint, data collection methods, subjective,	

	human and physical features studied. • Using models and maps to talk about contours and slopes Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • **Accurately using four and six-figure grid references to locate features on a map in regions studied.** • **Confidently locating features using the 8 points of a compass.** • Following a short pre-prepared route on an OS map. • Identifying the eight compass points on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.		audience, recommendation, six-figure grid references, contour lines	compare what the world may have looked like in the Stone Age and compare to modern day. **The Maya:,** The children participate in Mexican food tasting. They compare the cultural differences between Mexico and the United Kingdom.

IMPACT

By the time our children leave our school they will:

- Achieve strong outcomes in Geography, demonstrating clear attainment and sustained progress over time. Progress is measured accurately and used effectively to inform future planning through our assessment tracker.
  - Secure and build knowledge through purposeful assessment.
  - *Formative assessment* is embedded in every lesson through a 'Recap and Recall' activity, enabling pupils to retrieve and apply prior learning while allowing teachers to make informed judgements about readiness to progress.
  - *Summative assessment* takes place at the end of each unit through an Assessment Quiz consisting of nine multiple-choice questions and one open-ended question. These are adapted to meet the needs of the cohort and may be completed independently, in small groups, or as a whole class.
  - Each unit also includes either a *Skills Catcher* or *Knowledge Catcher*, used at the beginning or end of a unit to further demonstrate pupils' understanding of key concepts and geographical strands.
  - Show clear progression in geographical knowledge and skills, with assessment quizzes and Skills/Knowledge Catchers providing evidence of progress throughout the year and across key stages.
  - Be confident, reflective learners, with each lesson including an 'Assessing Progress and Understanding' section to identify pupils who are secure in their learning and those working at greater depth.

- Be engaged, motivated, and enthusiastic geographers, maintaining a genuine love for Geography as they are consistently challenged and supported to achieve their best.
- Understand how their learning progresses, with teachers using the curriculum map to ensure clear sequencing, full coverage, and strong progression across the subject.
- Receive a high-quality geography education, characterised by quality-first teaching that is well planned, well resourced, well informed, progressive, and exciting.
- See themselves as geographers, developing curiosity about the world and seeking out opportunities to apply their learning beyond the classroom — truly becoming a *school of geographers*.
- Have experienced rich enrichment opportunities, including meaningful fieldwork and visits that enhance learning and deepen real-world geographical understanding.