Subject Handbook

Geography

Our Geography Curriculum

Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people. Children investigate a range of places, both in Britain and abroad, to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area so that they can develop of real sense of who they are; their heritage and what makes our local area unique and special. We are also developing the children's ability to apply geographical skills and to enable them to confidently communicate their findings and geographical understanding.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and its people.

Our Geography Curriculum

Implementation

We use the Primary Knowledge Curriculum to teach Geography. The PKC has been designed to be both knowledge-rich and coherently sequenced. As children work through the geography curriculum they will know and understand more about their local area, the UK, Europe and the World. Children will develop their geographical knowledge and understanding by building on prior knowledge, allowing them to make meaningful
connections and gain an understanding of how our world is connected.

Children will:

•Learn about key geographical concepts such as place, space, the environment and interconnection;
•Become more skilled at answering questions such as; What is it like to live in this place? What are the challenges of this environment?
•Gain an understanding of what geographers do, what they look for and what they may say about a place;
•Discover explorers such as Ibn Battuta, Roald Amundsen and Captain James Cook;
•Look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.

Each year our geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places and the environment. The spatial sense units build on prior knowledge before moving children on as the level of challenges increases from year to year.

Our Geography Curriculum

Impact

Our geography curriculum equips pupils with knowledge about diverse places, people and environments.

We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography and recognise their own role in becoming a responsible global citizen.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Curriculum Rationale

Geography
PKC

PKC
Primary Knowledge Curriculum

Every year children will study at least one unit of British geography. As with the rest of the geography curriculum, children's knowledge and understanding of British geography builds incrementally from year to year. Beginning with general understanding of the countries of the UK, children then study units that focus more closely on areas of the UK including the South West, the South East, Yorkshire and Humberside, the Midlands and Northern Ireland. When studying these areas, children look at the defining physical and human characteristics of the regions, key topographical features such as hills, mountains, coasts and rivers, how the landscapes and environments have formed over time and how they are used today.

In years two, three and four, children will study units of European geography that introduce regions of Europe, climate, trade, industry, landmarks, physical features and contrasting environments. Children will interpret a range of geographical information including maps, diagrams and climate graphs. Comparisons will be made between places in Europe and the local area. Areas studied include Mediterranean Europe, Eastern Europe and Western Europe. Studying Europe in detail will not only help children to understand the people, places and environment in the regions, but will provide foundational knowledge for their studies in other subject areas, for example their studies of the Vikings in History.

Alongside their study of the UK and Europe, children will extend their knowledge beyond these regions to study world geography. When studying world geography, children will focus on places such as North and South America, Asia, Africa, Australia, New Zealand and the South Pacific Islands. Applying their knowledge and understanding of the globe, latitude, longitude, the hemispheres and time zones, children will describe and understand physical geography of countries and continents including biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. They will consider a range of human geographical features such as settlements, land use, trade links and natural resources. At the end of the curriculum, in the summer term of Year 6, children will study globalisation, a unit that requires children to apply knowledge from the geography curriculum they have studied throughout their primary education. Children will use data from around the world, including from Geographical Information Systems, to understand social, economic and political globalisation. Children will have many opportunities to reflect upon the advantages and challenges globalisation brings and will consider the importance of sustainability and equity in relation to human interactions with the physical world.

Our geography curriculum equips pupils with knowledge about diverse places, people and environments. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen.

Curriculum Overview

Geography PKC

Curriculum Map

PKC Primary Knowledge Curriculum

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Spatial Sense		The UK		Seven Continents	
Year 2	Spatial Sense		The British Isles		Northern Europe	
Year 3	Spatial Sense	Settlements	Rivers	UK Geography: The South West	Western Europe	Asia – China and India
Year 4	Spatial Sense	Mediterranean Europe	Eastern Europe	UK Geography: Northern Ireland	UK Geography: London and the South East	Asia – Japan
Year 5	Spatial Sense	Mountains	UK Geography: East Anglia, The Midlands, Yorkshire, and Humberside	Australia	New Zealand and the South Pacific	Local Study
Year 6	Spatial Sense	British Geographical Issues	North America	South America	Africa	Globalisation

Curriculum Coverage

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	**Spatial Sense** 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing maps		**The UK** 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England		**Seven Continents** 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia	
Year 2	**Spatial Sense** 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator		**The British Isles** 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town		**Northern Europe** 1.Countries in Northern Europe. 2. Human and physical features of Northern Europe. 3. Climate in Northern Europe. 4. Animals found in Northern Europe. 5. Roald Amundsen	
Year 3	**Spatial Sense** 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality- San Francisco (Human Geography) 5. A contrasting locality- San Francisco (Physical Geography)	**Settlements** 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	**Rivers** 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	**UK Geography: The South West** 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	**Western Europe** 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris	**Asia- China and India** 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China

Curriculum Coverage

Year 4	**Spatial Sense** 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area- Changes over Time	**Mediterranean Europe** 1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	**Eastern Europe** 1. Key Places in Eastern Europe 2. Climate of Eastern Europe 3. Physical Features of Eastern Europe 4. Compare and contrast an Eastern European Country 5. Conflict in Eastern Europe	**UK Geography: Northern Ireland** 1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. The Giant's Causeway 5. The Marble Arch Caves	**UK Geography: London and the South East** 1.Introduction to the South East 2. London 3. Canterbury 4. Brighton 5. Dover	**Asia - Japan** 1.Location of Japan 2.Weather and Climate in Japan 3. Physical features of Japan 4.Architecture in Japan (Human Features) 5.Feudal Japan
Year 5	**Spatial Sense** 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps	**Mountains** 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains	**UK Geography: East Anglia, The Midlands, Yorkshire and Humberside** 1. East Anglia – Physical Geography 2. East Anglia- Land Use 3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography	**Australia** 1. Australia- location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity	**New Zealand and the South Pacific** 1. New Zealand and the South Pacific- location and physical geography 2. The history of New Zealand- The Maori 3. Earthquakes 4. Climate, Biomes and Animals 5. South Pacific Islands	**Local Study** 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data
Year 6	**Spatial Sense** 1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World	**British Geographical Issues** 1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context	**North America** 1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America	**South America** 1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest	**Africa** 1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security 5. Kenya	**Globalisation** 1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good?

Curriculum Coverage

Aims of the National Curriculum	Year One			Year 2		
Key Stage One Geography	Spatial Sense	The UK	The Seven Continents	Spatial Sense	The British Isles	Northern Europe
Locational Knowledge: Name and Locate the world's seven continents and five oceans			✓			✓
Locational Knowledge: 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		✓	✓		✓	✓
Human and Physical Geography: 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		✓	✓		✓	✓
Human and Physical Geography: Use basic geographical vocabulary to refer to: • 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		✓	✓		✓	✓
Geographical Skills and Fieldwork: 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	✓	✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: 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	✓			✓		
Geographical Skills and Fieldwork: 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.	✓			✓		

Aims of the National Curriculum	Year 3						Year 4					
Lower Key Stage Two Geography	Spatial sense	Western Europe	Settlements	Rivers	Asia- China and India	UK: The South West	Spatial sense	Mediterranean Europe	Eastern Europe	UK: Northern Ireland	UK: London & South East	Asia: Japan
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		✓	✓	✓	✓			✓	✓			✓
Locational Knowledge: 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			✓	✓		✓	✓			✓	✓	
Locational Knowledge: 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 and Physical Geography: Describe and understand key aspects of: 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	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: 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	✓						✓					
Geographical Skills and Fieldwork: 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.							✓					

Aims of the National Curriculum	Year 5						Year 6					
Upper Key Stage Two Geography	Spatial Sense	Mountains	UK: East Anglia, Midlands, Yorkshire	Australia	New Zealand & South Pacific	Local Study	Spatial Sense	North America	South America	Africa	British Geography	Globalisation
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		✓		✓	✓		✓	✓	✓	✓		✓
Locational Knowledge: 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			✓								✓	
Locational Knowledge: 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 and Physical Geography: Describe and understand key aspects of: 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: 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			✓			✓					✓	
Geographical Skills and Fieldwork: 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.						✓						

Progression of Knowledge

Key Stage 1 End points for Geography:

- 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.
- Use world maps, atlases, and globes to identify the United Kingdom and its countries.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- 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

Year 1	Year 2
Pupils will be taught about: • Name and locate the world's seven continents and five oceans • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use world maps, globes, and atlases to identify countries, continents, and oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • 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	Pupils will be taught about: • 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. • Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • 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

Progression of Knowledge

Key Stage 2 End points for Geography:

- Pupils should be taught to:
- 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 Geography – key stages 1 and 2 4 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

Year 3

Pupils will be taught about:

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
- Locate the world's countries, using maps to focus on Europe; concentrating on 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

Year 4

Pupils will be taught about:

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
- 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)
- 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

Year 5

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
- 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, graphs and digital technologies.
- to 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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4- and 6-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

Year 6

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- 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
- 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
- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics
- 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.

Progression of Vocabulary

Year 1

Vocabulary
Earth, Globe, Asia, Europe, Africa, North America, South America, Australia Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, Marine, Phytoplankton, Pollution, North Pole, South Pole, Equator, Antarctica, Scientists, Geographers, equator, desert, grassland, Rainforest, Diverse, Continent, climate, ocean, border, North, South, East, West, mountain, plain, peninsula, Physical feature, Human feature England Northern, Ireland, Scotland, Wales, union, United Kingdom, Scotland, islands, kilt, bagpipes, thistle, Caledonia, Britannia, Loch Ness, Grampian Mountains, Hadrian's Wall, Edinburgh, Wales, Cardiff, Red Dragon, daffodil, mountain, valley, peak, slope, summit, Northern Ireland, Republic of Ireland, Belfast, Giant's Causeway, Physical feature, Columns, England, London, Buckingham Palace, Houses of Parliament, River Thames, City, Countryside, Saint George Above, below, aerial, view, perspective, map, satellite, information, place, Location, atlas, map, country, world, locality, identify, buildings, familiar, next to, nearby, near, far, close to, behind, in front, furthest, closest,

Year 2

Vocabulary
Northern Europe, Denmark, Finland, Norway, Sweden, Iceland, Scandinavia, Lowlands, mountains, lakes, Coniferous, forest, Capital city, mountain, valley, lake, Northern Lights, fjord, Øresund Bridge, Climate, weather, survive, evergreen, Sami, snowplough, grit spreader, adapt (-ed), reindeer, bear, moose, beaver, lynx, bird, reindeer, adapt, migrate, climate, Roald Amundsen, Northwest Passage, Atlantic, Pacific, Arctic Circle, Inuit, sledge, South Pole, North Pole. British Isles, island, water, surround, coastline, England, Ireland, Scotland, Wales, Scotland, islands, Caledonia, Britannia, Grampian Mountains, Hadrian's Wall, Edinburgh, Mainland, Wales, Cardiff, valley, Atlantic Ocean, coast, southern, western, Royal Charter, shipwreck, Northern Ireland, Republic of Ireland, Belfast, Dublin, Gaelic, Giant's Causeway, Atlantic Ocean, Harbour, Port, Cape, Plateau. Site, information, accurate, represent, show, key, symbol, location, Map, location, site, compass, north, south, east and west, labels, clear, symbols, Ordnance survey, landmarks, symbols, compass, directions, location,

Year 3

Vocabulary
Asia, China, India, Continent, Country, New Delhi, Beijing, Relief, Political, Climates, Landscape, New Delhi, Train, Taj Mahal, Physical geography, Human Geography, Desert, Mountain, Jungle, China, Mountains, Desert, Beijing, Shanghai, Port, Arable, Atheist, Indus River, Civilisation, Ganges River, Sacred, Fertile, Pilgrimage, Border, Emperor, Civilisation, Mongols, Warriors, The Great Wall of China, Countries: France, Germany, The

Year 4

Vocabulary
Japan, Tokyo, Land of the Rising Sun, Hokkaido, Honshu, Shikoku, Kyushu, Weather, Climate, Air mass, monsoon, typhoon, humid, Tectonic plate, Volcano, Earthquake, Tsunami, Mount Fuji, Kyoto, Imperial Palace, Bullet Train, Emperor, Samurai, Daimyos, Shoguns, Rank, Class system, Hierarchy, Feudal Eastern, region, county, city, London, Surrey, West Sussex, Kent, Thames, Romans, Port, Trade, Wharf, Canterbury, population, cathedral, heritage,

Year 5

Vocabulary
Southern Hemisphere, Tasman Sea, Southern Cross, Polynesia, Commonwealth, Maori, Haka, Hongi, Ta Moko, Tectonic plate, Fault line, Friction, Plate boundary, Christchurch, Biome, Climate, Temperate, Grassland, Deciduous, Kiwi Bird, stoat, Melanesia, Micronesia Local Councillor, Ordnance Survey, Sketch map, Location, Relationship, Scale, Annotate, Orientation, Local issues, Geographer, Fieldwork, Data, Qualitative, Quantitative, Mathematical, Graph, Visual, Annotate Australia, Terra Australia, River Murray, River Darling, Indian Ocean, Sothern Ocean, diverse, Aboriginal, Colony, Colonise, Captain James Cook, New South Wales, Penal Colony, Canberra, Sydney, Brisbane, Melbourne, Adelaide, Perth, Darwin, Cairns, Industry, Mining, Banking, biome, temperate grassland, tropical forest, Savannah, semi desert, desert, deciduous forest, Biodiversity, Migrate, Evolve, Marsupial, Mammal, Invasive species, urbanisation, East Anglia, County, Fenland, Sea level, Crops, Marshland, Wetland, Fertile, Oppose, Midlands, Industry, Settlement, Resources, Population, Density, Yorkshire, dales, National Park, topography, Viaduct, Estuary, Ribblehead Viaduct, Humber Bridge Landform, Mountain, Peak, Range, Summit, Slope, Valley, The Alps, Mont Blanc, Otzi, Ice mummy, Eiger, Matterhorn, Himalayas, Mount Everest, Altitude, Sea-level, Tenzig Norgay, Edmund Hillary, Andes, Aconcagua, Inca, Rockies, Appalachians, Erosion, Kilimanjaro, Ethiopia, Ethiopian, Highlands, Lava lake Equator, Parallel, Prime meridian, Eastern hemisphere, Western hemisphere, Longitude, Latitude, Prime Meridian line, hemisphere Greenwich Royal Observatory, Coordinates, Parallel, Scale, Distance, small scale, large scale, Elevation, Contours, Relief maps, Topography, Gradient

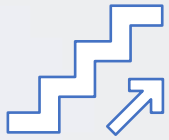
Year 6

Vocabulary
Soviet Union, Integrate, Interact, Manufacturing, Industry, Labour, Goods, Trade, Globalisation, Development, Economy/ Economic, Profit, Exploit, Business, Production, Wages, Labour, Politics, Political, Government, Social, Cultural, Identity, Cultural flow, Popularity, Critic, Anti-globalisation, Global Justice Diverse, Resources, Savannah, Development, Indicators, Commodity, Merchant, Caravan, Desertification, Productive, Sparsely Populated, Uninhabitable, Failed Crop, Affordable, Nutritious, Food Security, Cyclone, Conflict, Poverty, Infestation, Parasite, Swarm Pangaea, Urbanisation, Favela, Dense, Sparse, Quechua, Quipu, Emperor, Engineering, Government, Communication, Tectonic plate, Subduction, Geological, Latitude, Altitude, Proximity, Terrain, Economy, Arable Farming, Pastoral Farming, Export, Import, Consumer, Deforestation, Biodiversity, Slash and Burn, Carbon Canada, United States of America, Mexico, Guatemala, Belize, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Bahamas, Trinidad and Tobago, coniferous forest, deciduous forest, tropical forest, savannah, temperate grassland, semi-desert, tundra, Irrigation, Algae bloom, Fresh Water, Mississippi, Panama Canal, Source, Mouth, Urbanisation, Mexico City, Washington DC, Ottawa, City planning, Ottawa, City planning Air Pollution, Synthetic, Fossil Fuels, Natural, Pollutant, Emissions, Allergy, World Health Organisation, Premature, Heavy Rainfall, Event, Coastal defence, Vulnerable, Waterfront, Low-lying, Frequent, Severe, Waste, Landfill, Reduce, Reuse, Recycle, Consumption, Sustainable, Litter, Discard, Degrade, Fly-tipping, Borough, Local Council Longitude, Latitude, Parallel, Meridian, Co-ordinates, Arctic, Antarctic, Polar, Arctic Circle, Antarctic Circle, Axis, Rotate, Prime Meridian, Time Zone, Greenwich Mean Time, British Summer Time, Projection, Distortion, Cartographer, Wealth, Literacy Skills, Life Expectancy

Progression of Knowledge

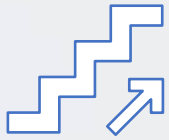
Year 1	Year 2
Key Substantive Concepts: Location, climate and landscape Place and space.	**Key Substantive Concepts:** Location, migration and climate. Place and space Geographers describe places. Cartographers and how they create maps based on the world around us.
Key Disciplinary Concepts: Interconnection and diversity That maps tell us information about places.	**Key Disciplinary Concepts:** Connection

Progression of Knowledge



Year 3	Year 4
Key Substantive Concepts: location, trade and climate change and interconnection transport place and space location	**Key Substantive Concepts:** place and diversity location, trade and tourism landscape climate and conflict space and trade
Key Disciplinary Concepts: Diversity how people and places are connected study rivers to find out more about what lives in them, how they behave and the impact of human activities on them. geographers use maps to communicate information maps and how we know what is located within a place	**Key Disciplinary Concepts:** how geographers use what they know from one context in another change over time change and interconnection that geographers are interested in the location that geographers are interested in the location of countries and how that impacts their climate, the environment and how the country trades. that geographers use maps to communicate information and to represent the world around us maps, how we use them and what information they can give us about locations.

Progression of Knowledge



Year 5	Year 6
Key Substantive Concepts: location, tradition and environmental change location and fieldwork biodiversity interconnection and landscape landforms place and space	**Key Substantive Concepts:** interconnection and inequality location and biodiversity landscape sustainability and climate change place and space
Key Disciplinary Concepts: change over time why and how geographers collect data and what they do with it once they've collected it interconnection and diversity that geographers look at the human and physical geography of regions of the world geographers and how they study natural landforms cartography and how maps give us information about the world around us	**Key Disciplinary Concepts:** how geographers use data from around the world to inform their understanding interconnection and diversity that geographers look at the human and physical geography of regions of the world and communicate their knowledge to help us understand the world around us. that geographers use maps and data to communicate issues that are important to our understanding of the environment. how geographers use maps to explain the world around us

Assessment

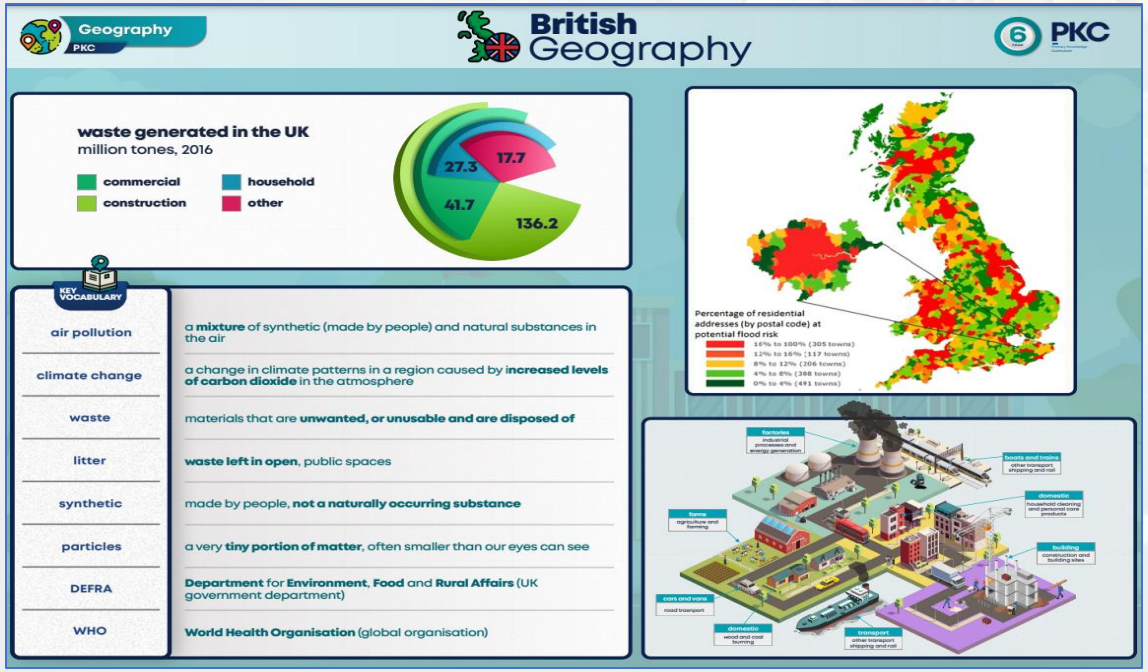
Written Assessment

Children are assessed at the end of each Geography unit, where they complete a multiple-choice quiz as well as an essay-style task. The task is designed to consolidate learning as well as giving the class teacher a clear understanding of knowledge retention.

Summative Assessment

Children are formally assessed using Family Fisher Trust.

Air pollution is a mixture of what?	a)	Gas and water	
	b)	Only synthetic substances	
	c)	Synthetic and natural substances	
	d)	Dirt	
Climate change has caused an increase in what in Britain:	a)	Heat	
	b)	Snow	
	c)	Sea level drop	
	d)	Flooding	
If it can't be recycled, waste in the UK goes into	a)	Our homes	
	b)	Landfill	
	c)	A large bin	
	d)	Boxes	
What are the three ways we can have a positive impact on waste?	a)	Reduce, reuse, recycle	
	b)	Buy it, throw it away, buy some more	
	c)	Leave it in public spaces	
	d)	Reduce, remain, replace	
In our local area, air pollution is:	a)	Not a problem.	
	b)	A significant problem, largely due to emissions from cars.	
	c)	A slight problem due to dust clouds	
	d)	A slight problem that can easily be fixed.	



Geography PKC

British Geography

Lesson 6: Assessment/ extended writing

PKC Primary Knowledge Curriculum

Assessment Outcome

I can explain some of the environmental challenges we face in Britain.

Specific Knowledge Goals:

The air in many UK cities contains pollution that is harmful to people, plants and animals.

To know that climate change causes more frequent and severe flooding in the UK.

To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge.

Litter is waste left in open, public spaces. It can cause environmental damage.

Suggested Assessment Tasks

Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.

Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.

Locational knowledge: Label a map of the UK.

Issue based questions

Option A: Why is air pollution a challenge for Hammersmith and Fulham? This report could be written over lesson 5 and 6, allowing for more time to write at length and include data/maps. (Change for local context if necessary)

Option B: Explain some of the environmental challenges we face in Britain. (include data and maps)

Inclusion

1.Explicit instruction - step-by-step modelling of what we want children to do, chunking the content and introducing new material in small steps

2.Cognitive and metacognitive strategies – opportunity to recall information to transfer it to our long-term memory

3.Scaffolding – pre-teaching, visual, verbal, written
Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take, what their work should look like, an aid to access teaching and learning
Verbal scaffolds may involve re teaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions
Written scaffolds will be provided for a pupil to support them with an independent written task. It could be notes made on a whiteboard during a discussion, a word bank, a sentence starter, a writing frame, it could even be the child's own previous work used to support their recall.

Scaffolds provide temporary assistance to pupils so they can successfully complete tasks that they cannot yet do independently. We use scaffolds flexibly, evaluate their effectiveness and gradually remove them once they are no longer needed.

4.Flexible grouping - peer tutoring, Kagan grouping, flexible grouping

5.Assistive technology – to support delivery and recording of work

Rosenshine's Principles of instruction:
•Begin a lesson with a short review of previous learning
•Present new material in small steps with pupil practice
•Ask questions and check responses
•Provide models
•Guide pupil practice, provide scaffolding and support
•Encourage independent practice and check pupil understanding

PKC
Primary Knowledge Curriculum

All children receive a high quality and ambitious education
All learners have access to the same academic opportunities by offering a stimulating and ambitious curriculum, adjusted to the needs of pupils with SEND, so that they are able to reach their full potential
It is vital that our children are equipped with the tools needed to become independent learners
Our curriculum will ensure that all pupils gain a greater understanding of how they learn and the skills of resilience, collaboration, participation, investigation, thinking, creativity, motivation and reflection
We provide an accessible learning environment which is tailored to the individual needs of all pupils
Pupils are supported by adults following a cycle of assess, plan, do, review, making necessary adjustments to the curriculum to meet the needs of all pupils
All learners are respected and acknowledged for their personal contribution