



## Curriculum Learning Guide

# Geography

**How is Geography taught at**

# **St Philip's CE Primary Academy?**

*To be read alongside EYFS Programmes of Study for Curious Minds*

## Curriculum Intent:

### What do we want to achieve with our Geography curriculum?

*The aim of our Geography curriculum is to give the children at St Philip's the opportunity to become 'geographers' who are skilled and knowledgeable about all aspects of human and physical geography.*

Geography is taught at St Philip's so that children have an understanding of the physical world around them and the **similarities and differences** in populations across the globe. We deliver the Geography curriculum through high quality, well sequenced and engaging lessons which **provoke curiosity** and **provide answers** about the human and physical aspects of Geography. This results in our learners demonstrating the **understanding** of how together, these aspects have shaped our landscapes, our environment and the place where we call home.

We seek to **inspire** our children with a **curiosity** and **fascination** for the world and its people, influencing their understanding and **appreciation** of their own and others' **worldviews**. Nearer to home, we provide opportunities to **investigate** and make **enquiries** about the **local area of Bradford and Yorkshire**, so that they develop a real sense of who they are, their **heritage and what makes our home city unique and special**.

We are also committed to providing our children with a **curriculum of the future** where not only are they **excited** about becoming **explorers** but also individuals who care and take a **responsibility for the human effects on our planet**.

#### **Key Stage 1 & 2**

##### **The National curriculum for geography aims to ensure that all pupils:**

- The national curriculum for geography aims to ensure that all pupils:
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Children will understand **Geography** is learning about different people and places.

## Implementation:

### How will this be achieved?

Our Geography Curriculum has been built around the pedagogy of the spiral curriculum and research of The Council for Learning Outside the Classroom.

Through the extensive work of Brunel et al. a spiral curriculum is recommended to ensure pupils return to key concepts and skills over time, deepening their knowledge and understanding each time. When the material is revisited, new details are introduced, and the thinking becomes more complex whilst at the same time the basics are re-emphasised and mastered. This process is also how progression is achieved, because not only is breadth of knowledge and skills developed but also the depth of learning.

The concepts in our Geography curriculum which are revisited to ensure depth of learning and progression are: place, space, scale, physical and human process, environmental impact and cultural awareness / diversity.

***The Council for Learning Outside the Classroom*** indicates that, "Good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject-based knowledge and for developing key skills. Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people." From this evidence-based research, we build in appropriate fieldwork and outdoor learning opportunities in Geography to achieve the best outcomes for our pupils

Through using physical resources such as atlases, textbooks, maps, compasses, digital technology and photographs opportunities are taken to ensure that our learners receive first-hand experiences: therefore, lessons will allow the practical development of skills such as collecting and analysing data, reading maps, atlases, globes, aerial pictures and digital maps.

### Unit Structure & Lesson Structure

Over the Key Stage phase (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) each year group will cover three units of Geography. Each unit will be delivered over a full term, equating to approximately twenty hours of study. Class teachers will plan how this is covered during the term, by creating half-termly timetables to ensure coverage. This will be communicated and agreed with the Geography Subject Leader prior to the commencement of the new half term.

Throughout the units of Geography, children will: be taught to develop their enquiry skills, learn how to use historical sources and learn from historical stories. Class teachers will carefully plan for the use of visits and outdoor learning opportunities to complement and enhance the teaching of Geography.

Each topic will use an enquiry-based approach using the National Curriculum programmes of study. Each topic commences with a pre-assessment task to gain an understanding of what the learners know already and a 'hook' to ignite their curiosity. Mid-way

through the topic our learners will undergo an informal 'mid-term assessment'. The unit will be completed with an end of unit piece of work for children to demonstrate their learning.

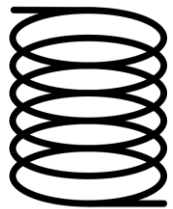
### Impact:

The impact of the teaching and learning of Geography will be demonstrated as follows:

- Children will know more, recall more, understand more and apply more of these skills in Geography.
- Children will gain the **knowledge, skills** and **understanding** which are necessary to become successful 'geographers' of the future.
- Children will act as good citizens within their local community and understand the wider world and the implications of our actions as humans on our planet.
- Children will understand the Geography of their local area
- The large majority of children will achieve age-related expectations in Geography.

**Formative Assessment** will be used to determine children's understanding and this will be summarized at the end of each History unit to inform the class teacher and History Subject Leader of the numbers of pupils working below, at and above age-related expectations. The **completed summary** will be shared by the class teacher. To make these assessments, class teachers will use children's understanding in relation to Knowledge Organisers, work in the children's books and informal ongoing classrooms assessments and judgements.

### Spiral Curriculum



The Geography curriculum design follows the spiral curriculum model by Jerome Bruner in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

Throughout the teaching of History, pupils will;

- Return to the key concepts again and again during their time in primary school.
- Deepen their understanding with each revisit as key concepts are covered with greater complexity.
- Utilise prior knowledge so they can build upon previous foundations, rather than starting again.

## Key Drivers at St Philip's

	<b>Oracy Rich</b>	<b>Relevant Content</b>	<b>Experiential Learning</b>	<b>Future Proof</b>	<b>Inclusive &amp; Supportive</b>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• debate/ discussion/ negotiation</li> <li>• explanations</li> <li>• empathy exercises</li> <li>• drama</li> <li>• role play</li> <li>• interviews</li> <li>• giving directions</li> <li>• following directions</li> <li>• mock trials</li> <li>• news broadcast/ weather forecast</li> <li>• listening walks</li> <li>• dialogic talk</li> <li>• challenging subjects where pupils reason &amp; justify verbally</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of the statutory requirements for KS 1 and 2 as outlined within the National Curriculum for Geography within units using key questions.</li> <li>• Develop and enhance English and Maths' skills through geographical studies</li> <li>• Heritage England</li> <li>• Visits &amp; studies of the local area</li> <li>• Visitors from the local area</li> <li>• Topical and emotive topics that deals with real issues.</li> <li>• Open ended questions to inspire curiosity about familiar and new places</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a variety of visits and visitors.</li> <li>• Enquiry, investigation, problem solving and decision making central to high quality learning in geography.</li> <li>• Real issues will be investigated not make believe scenarios.</li> <li>• Use a variety of resources such as atlases, globes, maps and plans</li> <li>• Make and draw maps and plans at a range of scales and for a range of purposes.</li> <li>• Develop, enhance and apply fieldwork skills within context</li> <li>• Pupils are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording.</li> <li>• Planning takes into account 100 things to do at St Philip's.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing pupils for an ever changing world.</li> <li>• Environmental perceptions, change, stewardship and sustainable futures.</li> <li>• Use a wide range of ICT to support subject investigations and enquiries.</li> <li>• Informing and empowering children and young people to fully participate in local to global affairs</li> <li>• Create global citizens who react responsibly to environment issues</li> <li>• Local visits to create an investment for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a sense of place, belonging, identity, purpose</li> <li>• Multi-sensory approaches</li> <li>• SEND approaches used inc. use of resources and adults</li> <li>• A variety of learning styles is used: visual, audio and kinetic</li> <li>• Whole-class teaching methods, enquiry based group work, individual, pair, class and group work</li> <li>• Open ended investigations which can have a variety of responses</li> <li>• Topical subjects in whole school assemblies.</li> <li>• Build on empathy of others so that our pupils appreciate the diversity of our planet and those who call it home.</li> </ul>

## Geography- Pedagogy

According to the Geographical Association; *Geography is the 'world subject'. In geography shows students learn how to observe, describe and seek explanations for why the world around us is as it is. It positively encourages them to imagine possible futures. Geography helps students to think more intelligently about complicated and unresolved issues: global warming, international population movements, food security or where to build new homes. The subject is concerned with real world learning and making sense of the world first hand, or 'in the field'.*

Through using physical resources such as atlases, textbooks, maps, compasses, digital technology and photographs learning opportunities are taken to ensure that our learners receive first-hand experiences: therefore, lessons will allow the practical development of skills such as collecting and analysing data, reading maps, atlases, globes, aerial pictures and digital maps. Plus we take every opportunity to take our learning outside, plan visits and visitors to support and develop their learning.

**The Council for Learning Outside the Classroom indicates that** *good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people.*

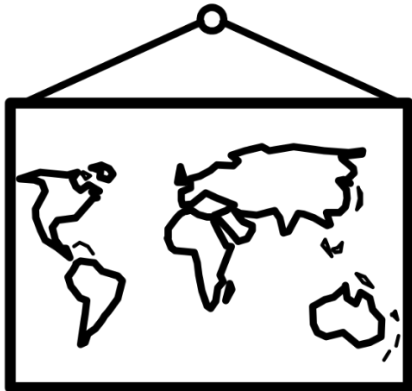
Oracy is one of our key curriculum drivers and a language rich curriculum is essential to the successful acquisition of knowledge and understanding in geography. We use dialogic talk techniques to discuss and debate geographical questions. We encourage children to be independent in thought and confident in reasoning, justifying and challenging.

Here at St Philip's, we want our learners to acquire and utilize in-depth knowledge rather than a list of isolated facts. The concepts in our Geography curriculum which are revisited to ensure depth of learning and progression are: place, space, scale, physical and human process, environmental impact and cultural awareness / diversity. The table below shows the concepts and where they are applied.

Place	Space	Scale	Physical & Human Process	Environmental Impact	Cultural Awareness / Diversity
Names of: Cities Countries Continents Oceans Sea Rivers mountains	Natural Human Areas Distribution Trends Density	Maps Measures Comparisons Directions Distance	Trade Migration Water cycle Natural disasters weather	Sustainability Recycling Waste Ecology Justice Human impact	Land use Differences Traditions

## Geography Components

The **Geography** curriculum can be ....



### Locational Knowledge

Name and locate significant places to them within the context of local and global perspectives.

#### Key Stage 1

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

#### Key Stage 2

- 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

Identifying geographical similarities and differences of places

### Key Stage 1

- 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

### Key Stage 2

- 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

Identify and describe human geography (places where humans have had impact) and physical geography (natural features).

### Key Stage 1

- 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:
- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- city, town, village, factory, farm, house, office, port, harbour and shop

### Key Stage 2

- 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



### **Skills and Fieldwork**

The use of geographical equipment and the practical methods to observe, record and measure geographical features.

#### **Key Stage 1**

- Use world maps, atlases and globes
- Use simple compass directions
- Use aerial photos, construct simple maps

#### **Key Stage 2**





- 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.

## Weaving knowledge, skills and understanding together in the Geography Curriculum

### EYFS

#### Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

 <b>Locational Knowledge</b>	 <b>Place Knowledge</b>	 <b>Human and Physical Geography</b>	 <b>Skills and Fieldwork</b>
<p>Learns about the animals that are indigenous to the <b>United Kingdom</b>.</p> <p>Learns about Bradford and where there is to visit – <b>Alhambra, Heaton Woods, library</b> and <b>BRI</b>.</p> <p>Learn to recite own address.</p>		<p>Learns about features of their immediate environment and how others might vary from one and other including the climate in the <b>Amazon Jungle</b> and the <b>Arctic</b>.</p>	

### Vocabulary





**United Kingdom, England, Alhambra, Heaton Wood, library, Bradford Royal Infirmary, Amazon Jungle, Arctic, hot, cold, snow**

## Weaving knowledge, skills and understanding together in the Geography Curriculum

### Geography: Key Stage 1

Pupils should be taught to:

- Name and locate the world's 7 continents and 5 oceans (Locational Knowledge).
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (Locational 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 contrasting non-European country (Place Knowledge).
- 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.
  - Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop (Human and physical geography).
- 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 physical features of its surround environment (Geographical skills and fieldwork).

 <b>Locational Knowledge</b>	 <b>Place Knowledge</b>	 <b>Human and Physical Geography</b>	 <b>Skills and Fieldwork</b>
<b>Year 1</b>			
<p>To name, locate and identify characteristics of the four countries of the United Kingdom and where Bradford is in relation to these places</p> <p>To name and locate the world's seven continents and where the UK is in relation to these places</p> <p>Learn through looking at how land and sea is polluted; name and locate the world's seven <b>continents</b> and five <b>oceans</b></p>	<p>When studying their home town of Bradford describe the human and physical features.</p>	<p>To know why places are hot and cold through the identification of the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To create a weather diary to identify seasonal and daily weather patterns in the United Kingdom</p> <p>through a sorting activity of local features pupils will use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: forest, hill, river, soil, valley, season and weather and key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p>When looking at the differences between built up and rural areas use basic Geographical vocabulary to refer to Human and physical geography:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill,</li> </ul>	<p>Identify the school, local landmarks and other physical and human features of the local area through the use of aerial photographs</p> <p>Use simple compass directions (North, South, East and West) when looking at the relationship of Girdlington, and our neighbouring communities to Bradford</p> <p>Devise a simple map of special places to them (school, home, park, mosque); and use and construct basic symbols in a key</p> <p>By creating a treasure map of familiar features pupils will 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 the features</p> <p>Using world maps, atlases and globes to identify the world's largest rubbish dumps in India, America, China, Mexico.</p>

		<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p>When looking at a map of the local area identify known features and routes between by using simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],</p> <p>when walking around the school; use simple fieldwork and observational skills to study the geography of the building and its grounds and the key human and physical features of its surrounding environment.</p> <p>use aerial photographs of the school to plan perspectives to recognise the landmarks and basic human and physical features to then devise a simple map; and use and construct basic symbols in a key</p> <p>to the rest of the school community; describe the locations of bins around school and identify these features and routes on a map</p>
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## Vocabulary

Island, Continent, Lake, Ocean, Sea, Atlas, United Kingdom, England, Northern Ireland, Scotland, Wales, Bradford, London, Belfast, Edinburgh, Cardiff , Capital city

City, Town, Village, Factory, Farm, House, Office, Port, Harbour, Shop

Seasons and Weather, Seasons, Winter, Spring, Summer, Autumn, Weather, Sun, Rain, Snow, Hail, Wind, Breeze, Fog, Clear, Cloudy, Heat, Hot, Cold, Mild

Map, Birds eye view, Aerial view, Plan, Sketch, Symbol, key

## Year 2

<p>When locating Pakistan; and the UK name and locate the world's seven continents and five oceans</p>	<p>When studying the UK and Pakistan understand the physical geographical similarities and differences</p>	<p>To be able to identify the Equator and the North and South Poles and understand that these effect a places climate.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as Pakistan and their continents, and surrounding oceans.</p>
<p>When locating Bradford name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>When studying the UK and Pakistan understand the geographical human similarities and differences</p>	<p>Through studying the annual rainfall and temperature of London and Islamabad identify seasonal weather patterns</p>	<p>Use atlases to identify human features of the UK and Pakistan. – names of cities and neighbouring countries devise a simple map; to show these</p> <p>Use atlases to identify physical features of the UK and Pakistan ie mountains and rivers. devise a simple map; and use and construct basic symbols in a key draw map</p> <p>When identifying places within and around the UK and Pakistan use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right)</p>

## Vocabulary

Europe, North America, South America, Africa, Australasia, Asia, Antarctica, Atlantic, South Atlantic, Pacific, Indian, Arctic, British, Isles, North Sea, English Channel, Irish sea, **Pakistan, Arabian sea, Islamabad, United Kingdom, London**

**Country, capital city, ocean, similarities, differences, atlas, weather patterns**

Border, equator, **mountain, coast, river, valley, city, town, landmark**

**compass directions,** map, atlas, key, symbol, globe, aerial photograph, route , direction, landmark

# Weaving knowledge, skills and understanding together in the Geography Curriculum

## Geography: Lower Key Stage 2

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 (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)(Locational 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 in North or South America (Place knowledge)
- 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 (Human and physical geography).
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Geographical skills and fieldwork).
- 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 (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 (Geographical skills and fieldwork).



**Locational Knowledge**



**Place Knowledge**



**Human and Physical Geography**



**Skills and Fieldwork**

### Year 3

using maps locate the key physical features of mountains, volcanoes and

Study the ancient settlement of the European ancient city of Pompeii in Italy

describe and understand key aspects of:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe

<p>tectonic plates around the world</p> <p>name and locate the mountains and their regions of the UK</p> <p>using maps to locate the countries of the world who produce the food we eat, focus on South America.</p> <p>name and locate counties and cities of the United Kingdom, when locating the land use patterns of farming.</p>		<ul style="list-style-type: none"> <li>physical geography, including mountains, volcanoes and earthquakes</li> </ul> <p>when looking at farming around the world describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, and the water cycle when and</li> <li>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</li> </ul>	<p>features studied such as volcanoes, and tsunamis</p> <p>when locating countries around the world use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>when calculating how far our food has travelled use fieldwork skills to observe, measure and record</p>
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## Vocabulary

Tidal wave, Tsunami, Richter, Shockwaves, Magnitude, Destruction , **Volcanoes**, Crust, Magma, Volcanic eruption , Constructive

Observe, record, measure, graphs

## Year 4

<p>To locate countries in Europe: France, Spain, Germany and their capital cities using atlases and globes.</p> <p>To locate the major rivers, mountains and physical features of the countries above.</p> <p>Recap the names and locations of the countries of the UK and their capital cities (from KS1).</p> <p>Use maps of the British Isles to locate; Yorkshire, major cities; Bradford, York and Leeds. Major physical features; Pennines, Rivers Aire, Oose and Wharfe on maps of the British Isles.</p>	<p>To understand geographical similarities and differences through the study of the Rivers of the Yorkshire and Humber and the Countries of South America that are home to the Amazon River.</p>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers and the water cycle</li> <li>• and the human geography effect that rivers have on settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p>to locate and describe rivers of the world using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass to describe the flow of a river</p> <p>Use four figure grid references, symbols and keys to describe the location of rivers and their features</p> <p>use fieldwork to observe, measure, record and present the human and physical features of the River Aire using a range of methods, including sketch maps and plans.</p>
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## Vocabulary

Paris, France, Spain, Madrid, Germany, Berlin , Specific countries and capitals studied in school, Europe, Physical features, River Seine, River Rhine, River Manzanares, Alps, Pennines, Pyrenees, Rivers Aire, River Oose, River Wharfe

Similarities, differences

water cycle, settlement, economic, trade

4 figure, grid reference, symbol, key, plans

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 (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)(Locational 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 in North or South America (Place knowledge)
- 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 (Human and physical geography).
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Geographical skills and fieldwork).
- 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 (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 (Geographical skills and fieldwork).



**Locational Knowledge**



**Place Knowledge**



**Human and Physical Geography**



**Skills and Fieldwork**

**Year 5**

Knowing the habitats of endangered animals locate their locations, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

locate the world's major business cities, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their key physical and human characteristics,

name and locate counties and important cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key geographical features (including, coasts and rivers), and land-use patterns; and understand how these aspects have grown over time

through studying the human and physical geography describe the geographical similarities and differences of the habitats of endangered species and the place where we describe as home.

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and how these benefit animals in their natural habitat
- human geography, including: types of settlement and land use (deforestation), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water and how these have a negative affect on animals in their natural habitat

Through the study of trade, describe and understand the affects human geography has on the types of settlement and land use, economic activity

use maps, atlases, globes and digital/computer mapping to locate countries and describe the location of the habitats of endangered animals

use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the location of habitats.

use fieldwork to observe, measure, record the impact that humans have on animals in their natural habitat using methods such as sketching maps, plans and graphs to present their findings

use maps, atlases, globes and digital/computer mapping to locate cities and their trade links

use maps, atlases, globes and digital/computer mapping to understand why local business are located where they are

<p>Identify the significance of time zones around the world Prime/Greenwich Meridian and time zones (including day and night) and the effect this has on trade</p>			<p>use the eight points of a compass to describe trade links / routes and four and six-figure grid references and symbols and key (including the use of Ordnance Survey maps) to locate businesses and significant cities of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present physical features of business locations and trade routes in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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**Vocabulary**

Trade, business, enterprise, time zone

Deforestation, Natural habitat, Economic activity

Symbols, scale, thematic maps, 6 figure coordinates, latitude , longitude, measured plans, predictions , satellite imagery

## Year 6

<p>To know how to locate a variety of countries who are significantly affected by the change in climate.</p> <p>To know how to locate the major cities who contribute to the negative affect of climate change.</p> <p>To know how to identify the position and significance of latitude, longitude, the tropics of Cancer and Capricorn to an areas climate.</p>	<p>Recognise the similarities and differences between locations who contribute to climate change and those who don't through by gaining knowledge of physical and human geography.</p> <p>Geographical similarities and differences can refer to-</p> <ul style="list-style-type: none"> <li>• Human features- important landmarks, major cities, holiday destinations.</li> <li>• Physical features- e.g. rivers, mountains, biomes, vegetation belts, volcanoes, location of famous natural disasters national parks etc.</li> <li>• Describe what the land looks like</li> <li>• The population size/make up</li> <li>• Why people would live there- migration</li> <li>• What sort of settlements are there</li> <li>• Natural resource distribution including minerals, water, etc.</li> <li>• Trade and economic activity</li> </ul>	<p>To know that the climate is the general weather conditions over a period of a time that are typical of that place and where it is located.</p> <p>To know that different areas of the world have different climates.</p> <p>To know that weather is what happens on a day to day basis.</p> <p>To describe the climate in different climate zones.</p> <p>To know that climate is influenced by lots of different things, including: how near or far it is from the Equator, how near or far it is from the sea, how high or low the ground is and its position on a continent.</p> <p>To know that biomes are areas of our planet with similar climates, landscapes, animals and plants.</p> <p>To know that what lives in each biome depends on: how warm or cold it is, how dry or wet it is and how fertile the soil is (how much can grow there).</p>	<p>use maps, atlases, globes and digital/computer mapping to locate areas worst affected by climate change</p> <p>locate places of interest using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>
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To know that the plants and animals in a biome rely on each other to stay alive.

**Vocabulary**

Longitude, Latitude, Tropic of cancer, Tropic of Capricorn

Population, Migration, Tourism, Settlement

Climate , Climate zone, Vegetation belt, Biome, Tropical rainforests, Deserts, Savanah, Grasslands, Woodland/temperate forests, Tundra

Symbols, scale, thematic maps, 6 figure coordinates, latitude, longitude, measured plans, predictions, satellite imagery, Ordnance Survey

### Monitoring and Evaluation

In all subjects at St Philip's CE Primary Academy, the teaching and learning will be monitored and evaluated by both individual Subject Leaders and members of the Senior Leadership Team.

As a Subject Leader, the following activities will be undertaken and used to inform understanding of the subject. Evidence and information from these activities will then be used to inform each subject Plan of Action and the CPD needs of all staff and individuals.

<b>AUTUMN 1</b> <b>Audit Subject</b> <b>Create Action Plan</b> <b>Pupil Surveys</b>	<b>SPRING 1</b> <b>Lesson Observations</b> <b>Website Update and Review</b> <b>Assessment Analysis</b> <b>Review Action Plans</b>	<b>SUMMER 1</b> <b>Planning Scrutiny</b> <b>Book/Work Scrutiny</b> <b>Website Update and Review</b>
<b>AUTUMN 2</b> <b>Planning Scrutiny</b> <b>Book/Work Scrutiny</b> <b>Triangulation of M&amp;E</b> <b>Identify CPD Requirements</b>	<b>SPRING 2</b> <b>Target CPD Requirements</b> <b>Review Action Plan</b>	<b>SUMMER 2</b> <b>Pupil Surveys</b> <b>Triangulation of M&amp;E</b> <b>Review Action Plan</b>

In supporting individuals, it is expected that Subject Leaders will follow the programme of support below to give all staff the opportunity to gain the knowledge and understanding to deliver the curriculum to the best of their ability:

- Ensure the member of staff has a good understanding of the subject and units to be delivered, using the subject documentation, Medium Term Plans, individual lesson plans and Knowledge Organisers.
- CPD given to individuals through video tutorials, one-to-one support in planning and preparing etc.
- Modelling expectations through demonstration lessons in own or colleague's class.
- Further coaching and discussion of how to implement strategies or modify lessons for the needs of pupils etc.

22-23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Through Provision with a focus on Understanding The World.</b>					
<b>Y1</b>	H & P Geography What is the weather like across the world?	Geographical skills & fieldwork Can we map our school?			Locational knowledge What is it like to live in the UK?	Geographical skills & fieldwork Are all areas of the world the same?
<b>Y2</b>			H & P Geography Why is the weather different across the world?	Place knowledge What is it like to live in Pakistan?		
<b>Y3</b>	Locational knowledge Where would I holiday in Europe?	H & P Geography What is the difference between Mount Everest and Pen Y Ghent?			Geographical skills & fieldwork What does Yorkshire look like on a map?	Geographical skills & fieldwork What is it like to live in Skipton?
<b>Y4</b>			H & P Geography Why are Rivers so important to us?	Place knowledge What is the Amazon Basin used for?		
<b>Y5</b>	H & P Geography How would you survive a Natural disaster?	Locational knowledge How on Earth do you know where you are?			H & P Geography Why does the orangutang need our help?	Locational knowledge Is our seaside disappearing?
<b>Y6</b>			H & P Geography How do I affect the climate?	H & P Geography Could Climate change affect the world's biomes?		

