



# Upper Nidderdale Primary Federation

## Geography

Intent, Implementation and Impact  
Long Term Plans & Progression

EYFS, KS1 and KS2 - updated September 2023



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

**Safety** and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

# Geography

## Intent

*"A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives." DfE*

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Our school is situated in an Area of Outstanding Natural Beauty, with woodland, rivers and Brimham Rocks nearby. We take full advantage of our beautiful surroundings.

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 of Glasshouses and Pateley Bridge, so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We also develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

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;
- An 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 the people who live here.

# Geography

## Ofsted Research Review Series: Geography - June 2021

Children start on their geography education journey in the EYFS. The September 2021 EYFS Framework has the strands of 'People, Culture and Communities' and 'The Natural World' which sets out clear, identifiable geographical knowledge that children will learn.

Geography plays a significant role in the primary curriculum, helping pupils to understand their world, their role in it. And the responsibilities that come with it.

### Features of high quality Geography education:

- The content of the curriculum is broken down into component parts (chunks) that children can comprehend in their own right, before combining different components to gain fuller conceptual appreciation.
- The curriculum identifies sufficient breadth of content and ensures that pupils learn this in sufficient details.
- Pupils' geographical education begins in the early years and builds year on year, developing pupils' expertise .
- The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning.
- Geographical expertise is built on substantive geographical knowledge.
- Teachers break down the content they wish pupils to learn into component parts. When selecting the content, teachers take into account what their pupils need based on their prior knowledge - **Why this? Why now?**

# Geography

## Ofsted Research Review Series: Geography - June 2021

The Geographical curriculum focuses on four forms of geographical knowledge;

**Locational Knowledge** - Pupils gain a secure knowledge of distance, orientation, scale and positioning systems, which begins in the early years. This gives them the framework that they need to understand locational knowledge. 'Knowing where's where; this supports pupils' identity and sense of place and contributes to their understanding of geographical processes. Over time. Pupils learn more locational knowledge. They become increasingly fluent in identifying specific locations.

**Place Knowledge** - Place knowledge brings meaning to locations and processes studied. The curriculum and teachers plans build pupils' knowledge of place by linking to places that pupils are already know or are familiar with. The curriculum gives pupils the knowledge they need to develop an increasingly complex understanding of place. This helps them to connect different aspects of geography. It also gives them different perspectives. The curriculum builds pupils' place knowledge over time. This allows them to make meaningful comparisons.

**Environmental, physical and human geography** - Increasingly detailed knowledge of physical and human processes allows pupils to describe and explain different environments. Through this, pupils develop an appreciation of interconnectedness. Component knowledge is identified precisely and sequenced so pupils can fully understand a wide range of environmental, human and physical processes.

**Geographical skills and fieldwork** - Pupils procedural knowledge (geographical skills) allows them to gather, analyse, present an interpret information, an din doing so, they become adept at identifying patterns and trends. They develop specific skills to represent and interpret geographical data. Fieldwork includes data collection, analysis and presentation. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes. It supports pupils to appreciate the interplay between them.

# Geography

## Ofsted Research Review Series: Geography - June 2021

### 'Thinking like a geographer' -

- Leaders who plan the curriculum appreciate that the body of knowledge covered by geography is vast they make careful choices about what is taught. This may go beyond the content describes in the national curriculum.
- When introducing new component knowledge, teachers make sure that pupils can relate this to what they already know, so that they build a strong schema, and so remember more. Teachers emphasise this interconnectedness between knowledge.
- Through careful curriculum design, leaders appreciate the structure of the subject, so their curriculum plans are constructed effectively to ensure that pupils know more, remember more and are able to do more.
- Teachers revisit content taught previously in order to reintroduce new, more complex knowledge to deepen pupils' understanding.
- The curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change.
- Pupils will appreciate what it means to be a geographer by asking geographical questions such as 'why is this place like this?' or 'how is this place changing?' or 'how are other places affected?'
- The knowledge pupils learn is well organised with clear connections between components, which means they are more likely to remember them in the long term.
- The curriculum builds on pupils' prior learning and re-visits the content, which supports pupils in developing strong schemata.
- Teachers avoid overloading pupils' working memory. They break larger concepts or ideas into smaller bite sized chunks.
- Pupils commit knowledge to their long term memory through recalling and repeated practice.

# Geography

## Implementation:

Teachers are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum together as a team. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons;
- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Appropriate curriculum themed home learning tasks which children complete with adults at home;
- Local geographical features and places are built into the curriculum.
- Learning Logs are used to identify misconceptions and gaps in learning to be addressed by the teacher.

## Impact:

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;

Tracking of gains in each quiz;

- Pupil discussions about their learning;

# Geography

## Impact:

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Tracking of gains in each quiz;

- Pupil discussions about their learning;

## Research Review Series - Geography June 2021

Suggestions about assessment;

- Assessments allow pupils and teachers alike to appreciate what has been learned.
- Teachers are clear about the assessment criteria, which both helps pupils to improve their attainment and motivates them.
- Assessments are designed so that teachers can identify specific gaps in pupils' knowledge and any misconceptions.
- Assessment information flags areas where pupils have a secure knowledge and where they need some aspects to be retaught.
- Teachers and leaders recognise that progress is rarely linear due to the cumulative nature of geography.

# SEND Adaptions for Geography

## Cognition and Learning

## Communication and Interaction

| Subject Challenges for SEND   | SEND Provision   | Subject Challenges for SEND  | SEND Provision   |
|---|--|--|--|
| <p>The ability to explain a geographical concept/provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic geographical information e.g. the seven continents.</p> <p>Reading/studying of case studies/geographical texts/atlases.</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. a comparison of two countries.</p> | <p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Pre-teach can be used to revisit key geographical information as well as planned retrieval questions. The use of 'hooks' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online. Share information in different ways e.g. via a National Geographic video rather than a written text. Use online atlases which can be simplified e.g. Digimaps rather than physical atlases.</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'mouth of the river' or 'water <u>table</u>.' Pre-teach this vocabulary and use visuals/vocabulary mats to reinforce key vocabulary throughout the lesson.</p> <p>Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).</p> | <p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p> | <p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p> |

# SEND Adaptions for Geography

| Physical and Sensory   |  | SEMH  |  |
|--|--|---|--|
| Subject Challenges for SEND  | SEND Provision   | Subject Challenges for SEND   | SEND Provision   |
| <p>Fine motor skills/physical difficulties.</p> <p>Sensory/physical difficulties accessing specific environments during fieldwork activities.</p> <p>Children with a visual impairment may find it difficult to view text/images/maps.</p> | <p>Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, when conducting fieldwork activities, some children may require a larger measuring tape/thermometer. Consider alternative ways to measure information e.g. trundle wheel rather than measuring tape.</p> <p>Ensure any sensory difficulties are considered at the point of planning and appropriate alternative arrangements are made. For example, if a child will find the texture of sand overwhelming at the beach, ensure appropriate footwear has been identified and resourced. Ensure that all environments are accessible to children with physical disabilities e.g. wheelchair accessible. (Identify in risk assessment).</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Use digital maps such as Digimaps rather than physical atlases. This allows children to zoom in and enlarge information on a map as needed.</p> | <p>Low self-esteem in geographical ability.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by exposure to unfamiliar environments during trips/fieldwork.</p> | <p>Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific geographical skill. E.g. focus upon the labelling of segments of a river as opposed to the neatness of the river drawn into books.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p> <p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p> |

# Geography → SMSC Links

## Spiritual

- Find out about people in other parts of the world and the way they live, finding similarities and differences.
- Learn about different places in the world that are of spiritual significance to a variety of religions.
- Experience awe and wonder at the natural world.
- Reflect on the earth's origins physical geography.

## Moral

- Consider how people treat the environment; posing questions such as 'How are we changing our surroundings - are some things for the better and others for the worst? Who should look after our environment?
- Recognize what is right and wrong, such as Fairtrade and who benefits from it.
- Discuss climate change.
- Reflect on the fair/unfair distributions of Earth's resources.

## Social

- Learn about how Britain has been shaped by different groups from other parts of Europe and beyond.
- Explore sustainable living.
- Provide positive and effective links with the community.
- Consider social responsibility in the environment such as parking issues around school.

## Cultural

- Celebrate diversity through cultural days, learning about different parts of the world.
- Cultural theme days- learning about different parts of the world.
- Study people to reflect on the social and cultural characteristics of society.
- Explore cultures that have had, and still have an impact on the local area.

## Geography → Fundamental British Values

The *Geography* curriculum aims to provide children with a fascination of the world they live in and encourage children to be good, active citizens of Britain. The studies of their local areas encourage children to be proud of their culture and heritage and gain an understanding and mutual respect of the multi-cultural society in which they live.

The *Geography* curriculum enables children to learn more about the countries of the world, including their own. It is through these studies that children learn about democracy and the impact the decisions made by those in power have on specific places. This includes numbers of hospitals in cities, parks and green spaces and also the impact that a rising population has on our world.

Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world. Through completing fieldwork activities and river studies, children can see the effect that humans are having on our planet and can be empowered to make a change - even if they are standing away from the crowd.

# EYFS - People, Culture and Communities

## Practitioners will;

- Ensure that children learn about their immediate locality so they learn about places around our school and grounds.
- Ensure that children learn about familiar features such as houses, farms and shops building on their everyday experiences.
- Ensure that children will encounter distant places through topics and stories.
- Plan for children to observe and discuss the weather regularly during EYFS, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold.
- Help children to learn about the different jobs which people do in our community.
- Think carefully stories and books used in areas of provision
- Additional resources in areas of provision such, maps, holiday brochures, simple artefacts and cultural items from across the world
- Consider the use of non fiction books and stories from different cultures and in role play areas structured around different countries and travel.
- Show images of familiar situations in the past, sorting images into now and before, or 'this country, not this country' activities.
- Invite members of the community from different backgrounds, religions and occupations to talk to the children and share their experiences

# National Curriculum - Key Stage One

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

## **Locational knowledge**

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

## **Place knowledge**

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

## **Human and physical geography**

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

## **Geographical skills and fieldwork**

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

# National Curriculum - Key Stage Two

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

## **Locational knowledge**

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

## **Place knowledge**

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

## **Human and physical geography**

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

# National Curriculum - Key Stage Two

## **Geographical skills and fieldwork**

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

# Long Term Planning Overviews

## **Learning Sequence**

Our Geography learning will be taught in three-week units over nine sessions, beginning with a cold task.

These sessions have been carefully mapped out to ensure there are personalized adaptations, opportunity for retrieval and recall of prior knowledge and consistent reference to the big questions.

We are using Kapow units of work to form the basis of our planning, which will then be carefully adapted and personalised to meet the needs of our children.

The adaptations made will be informed by two mini learning-logs throughout the unit, followed by one final learning log at the end. This will ensure children's next steps are personalised to them, and misconceptions are addressed. This may be whole class or on an individual basis.

At the end of each unit, children will return to their cold task. They will demonstrate their new knowledge through answering the big questions in green pen.

|        |           | Foundation Subject Unit Sequence<br>September 2023  |  |
|--------|-----------|---|--|
| Week 1 | Session 1 | <ul style="list-style-type: none"> <li>• Introduce the big question - what are we learning and why (metacognition)</li> <li>• Cold Task - what do I already know about this? (<b>The Cold Task will inform your next steps - does anyone need pre-teaching to close any gaps?</b>)</li> <li>• Introduce specific Tier 2 and Tier 3 vocabulary. Discuss meaning.</li> </ul>  |  |
|        | Session 2 | <ul style="list-style-type: none"> <li>• Lesson 1 from the sequential planning - starting with short pieces of text with the planned vocabulary embedded.</li> <li>• Taking into account any adaptations or pre-teaching that has been planned.</li> </ul>  |  |
|        | Session 3 | <ul style="list-style-type: none"> <li>• Lesson 2 from the sequential planning.</li> <li>• Taking into account any adaptations or pre-teaching that has been planned.</li> <li>• First learning log - opportunity or pupils to demonstrate independently what they can recall about their new learning so far.</li> <li>• <b>This will inform next steps for teachers - who needs more input? Does the whole class need something recapping/consolidating?</b></li> </ul> |  |
| Week 2 | Session 4 | <ul style="list-style-type: none"> <li>• Lesson 3 from the sequential planning - /addressing misconceptions <b>with any recapping/consolidation and adaptations to planning from learning logs included.</b></li> <li>• Recap the big question. What can we answer about this so far?</li> <li>• Short piece of text to read to recap the new vocabulary in context.</li> </ul>   |  |
|        | Session 5 | <ul style="list-style-type: none"> <li>• Lesson 4 from the sequential planning - /addressing misconceptions <b>with any recapping/consolidation and adaptations to planning from learning logs included.</b></li> <li>• Recap the big question. What can we answer about this so far?</li> <li>• Short piece of text to read to recap the new vocabulary in context.</li> </ul>   |  |

| Foundation Subject Unit Sequence<br>September 2023   |           |  |
|--|-----------|--|
| Week 2   | Session 6 | <ul style="list-style-type: none"> <li>• Second learning log - opportunity or pupils to demonstrate independently what they can recall about their new learning so far.</li> <li>• This will inform next steps for teachers - who needs more input? Does the whole class need something recapping/consolidating? Does something needs recapping whole class or PIT stops?</li> </ul>   |
| Week 3   | Session 7 | <ul style="list-style-type: none"> <li>• Lesson 5 from the sequential planning - /addressing misconceptions with any recapping/consolidation and adaption to planning from learning logs included.</li> <li>• Recap the big question. What can we answer about this so far? Recap the big question. What can we answer about this so far?</li> <li>• Short piece of text to read to recap the new vocabulary in context</li> </ul> |
|  | Session 8 | <ul style="list-style-type: none"> <li>• Lesson 5 from the sequential planning - /addressing misconceptions with any recapping/consolidation and adaption to planning from learning logs included.</li> <li>• Recap the big question. What can we answer about this so far? Recap the big question. What can we answer about this so far?</li> </ul>   |
|  | Session 9 | <ul style="list-style-type: none"> <li>• Final learning log - opportunity or pupils to demonstrate independently what they can recall about their new learning so far.</li> <li>• Glossary of vocabulary learnt</li> <li>• Revisit cold task with a green pen - add new learning.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Whilst we cannot continue teaching the content indefinitely, a couple of sessions will be planned to be allow some 'mop up' time to address gaps in learning for children that need further input or adaption. This information will be gained from the Learning Log and Cold Tasks.</li> <li>• These sessions can be shared between teachers and TAs.</li> </ul> |           |  |

# Geography Long Term Plan

## Key Stage One

|                  | <b>Autumn</b>   | <b>Spring</b>  | <b>Summer</b>  |
|------------------|---|--|--|
| <b>2023-2024</b> | <p><b>What is it like here?</b><br/>           Discussing and exploring their local area including observational sketches.<br/>           Locating where they live on a simple map, recognising key features within a local context. Creating simple maps, using examples from real life and fiction.</p> <p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></p> | <p><b>Would you prefer to live in a hot or a cold place?</b><br/>           Introducing children to other countries both hot and cold. Children will draw on their own experiences of travel and holiday to identify similarities and differences.</p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></p> | <p><b>How and why does the weather change?</b><br/>           Discussing the four seasons we experience in the UK and the associated weather.<br/>           Keeping a weather diary or record.<br/>           Finding out about hot and cold places in the UK.<br/>           Talking about how we change our behaviour in response to different weather.</p> <p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></p> |

# Geography Long Term Plan

## Key Stage One

|                    | <b>Autumn</b>   | <b>Spring</b>  | <b>Summer</b>  |
|--------------------|---|--|--|
| <b>2023-2024</b>   | <p><b>What is it like here?</b></p> <p>Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p>   | <p><b>Would you prefer to love in a hot or a cold place?</b></p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. *Looking at features in the North and South Poles and Kenya.</p> <p>Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.</p>  | <p><b>How can the weather affect us?</b></p> <p>Looking at the countries and cities that make up the UK. Discussing the four seasons we experience in the UK and the associated weather. Keeping a weather diary or record. Finding out about hot and cold places in the UK and introducing weather mapping using a simple key. Talking about how we change our behaviour in response to different weather</p> |
| <b>2024 - 2025</b> | <p><b>Why is our Natural World so wonderful?</b></p> <p>Learning the names and locating the oceans of our world. Identifying features and major characteristics of the UK. Learning about oceans and how we use water, the highest points in our mountain ranges and finding out about some of the wonders of the world. Considering what is unique about our locality and using fieldwork to present this.</p> | <p><b>How is life in China so different?</b></p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Identifying physical features of Beijing using aerial photographs and maps with support. Identifying settlement and land use in Beijing as well as human features. Comparing these to features in our local area and making a simple map using data collected through fieldwork.</p> | <p><b>What is it like to live by the coast?</b></p> <p>Naming and locating continents and oceans of the world. Revisiting countries and cities of the UK and surrounding seas. Learning about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p>   |

# Geography Long Term Plan

## Lower Key Stage Two

|                    | <b>Autumn</b>  | <b>Spring</b>   | <b>Summer</b>  |
|--------------------|--|---|--|
| <b>2023-2024</b>   | <p style="text-align: center;"><b>Why do people live near volcanoes?</b></p> <p>Learning how the Earth is constructed and about plate boundaries. Learning how mountains are formed. Explaining the formation and types of volcanoes alongside the cause of earthquakes. Mapping where mountains, volcanoes and earthquakes are distributed globally. Looking at the negative and positive effects of living in a volcanic environment and discussing how humans have responded to earthquakes.</p>                                | <p style="text-align: center;"><b>Who Lives in Antarctica?</b></p> <p>Learning about latitude and longitude and how this links to climate. Considering the tilt of the Earth and how this impacts the Antarctic circle and global temperature. Looking at the physical features of a polar region and how humans have adapted to being there. Linking to Shackleton and his expedition before planning their own short expedition using mapping skills learnt so far</p>          | <p style="text-align: center;"><b>Are all settlements the same?</b></p> <p>Exploring the different types of land use and how this differs between urban and rural areas. Linking this to prior learning on mountains and explaining why these areas are more sparsely populated. Describing the different types of settlements. Studying the local area and this has grown and the impact of this. Making land use comparisons with India to find key similarities and differences.</p>                    |
| <b>2024 - 2025</b> | <p style="text-align: center;"><b>Why are the rainforests so important to us?</b></p> <p>Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. Investigating the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest and discussing the impact of human activity locally and globally.</p> | <p style="text-align: center;"><b>Where does our food come from?</b></p> <p>Looking at the distribution of the world's climate zones and mapping imports of food from around the world using maps. Looking at trade and how this links to climate, mapping trade routes. Finding out about fair trade with a specific focus on the Dominican Republic and cocoa beans. Learning about trade where they live and exploring where the food for their school dinners comes from.</p> | <p style="text-align: center;"><b>What are rivers and how are they formed?</b></p> <p>Deepening understanding of the water cycle whilst investigating and recording different weather phenomena through observation and taking measurements. Mapping out major rivers, globally, and learning about the features and courses of a river. Learning about how humans interact with and use the river and examples of this in a contrasting environment to their own. Studying a local river as fieldwork</p> |

# Geography Long Term Plan

## Upper Key Stage Two

|                    | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>  |
|--------------------|---|---|--|
| <b>2023-2024</b>   | <p style="text-align: center;"><b>What is life like in the Alps?</b></p> <p>Discovering the climate of mountain ranges and considering why people choose to visit the Alps. Focussing on Innsbruck and looking at the human and physical features that attract tourists. Investigating tourism in the local area, mapping recreational land use. Presenting findings to produce a comparison of the similarities and differences of The Alps to their own locality.</p>         | <p style="text-align: center;"><b>Why do oceans matter?</b></p> <p>Exploring the significance of our oceans, how humans use and impact them and how this has changed over time. Studying the Great Barrier Reef and learning how plastic and pollution is damaging this marine environment. Considering positive environmental changes that have already been made and how they can contribute by making eco-friendly choices. Using fieldwork skills to investigate pollution.</p> | <p style="text-align: center;"><b>Would you like to live in the Desert?</b></p> <p>Exploring biomes and their various characteristics, children will focus on deserts, particularly those in North America. Looking at deserts on a global scale and mapping them whilst learning about the physical features of a desert and how humans interact with and have adapted to living in the desert.</p>                             |
| <b>2024 - 2025</b> | <p style="text-align: center;"><b>Why does population change?</b></p> <p>Looking at global population distribution, children think about why certain areas are more populated than others. Exploring what impacts birth and death rates and using case studies to illustrate this. Discussing social, economic and environmental push and pull factors that influence migration. Learning about population in Britain and how population can have an impact on environment.</p> | <p style="text-align: center;"><b>Why do natural resources matter?</b></p> <p>Learning about time zones around the world. Exploring natural resources and energy found in North America and linking to energy use around the world. Learning about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. Finding out where local energy comes from and carrying out a fieldwork investigation considering sustainability</p>   | <p style="text-align: center;"><b>How can we make our local area more environmentally friendly?</b></p> <p>Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Implementing digital mapping, use of photographs, data collection and analysis. Presenting ideas on small changes that can be made to improve the quality of their local environment.</p> |

# Geography Knowledge

## Substantive Knowledge

Locational Knowledge - Develop children's knowledge of the location of significant places.

Place Knowledge - Know the similarities and differences of significant places.

Humans and Physical Features - Know the processes that provide the human and physical features of the world, including how these are interdependent and change over time.

Skills and fieldwork - Know how to collect, analyse and communicate geographical data gathered through experiences of fieldwork.

Know how to interpret a range of geographical information and present this in a variety of ways, including through maps, numerical skills and written formats.

Geography provides opportunities for children to learn about their locality as well as places around the world. They will be given opportunities to study locations, places, environments and human and physical features, examining the distribution of these features. Whether it is the distribution of local post boxes or volcanoes globally, studying distribution will allow children to notice geographical patterns, leading them to consider the reasons for and the impacts of these and to ask further questions.

## Disciplinary Knowledge

Disciplinary knowledge in geography is the process of enabling children to use their substantive knowledge of the world around them to make links between and across different areas of the curriculum. Geography knowledge will equip the children with the opportunity to explain how and why places are changing and to predict any future changes that may happen. They will also apply this knowledge to explain what could and should change in the future of the world in which they live; providing them with the opportunity to become effective global citizens.

# Geography Vocabulary Progression

| EYFS   | Key Stage One  | Lower Key Stage Two  | Upper Key Stage Two  |
|--|--|--|--|
| <p>                     Beach<br/>                     Building<br/>                     Farm<br/>                     Flag<br/>                     Forest<br/>                     Hill<br/>                     Journey<br/>                     Land<br/>                     Park<br/>                     Path<br/>                     Pond<br/>                     River<br/>                     Road<br/>                     Sea<br/>                     Season<br/>                     Soil<br/>                     Weather                 </p> | <p>                     Atlas<br/>                     City<br/>                     Cliff<br/>                     Coast<br/>                     Compass<br/>                     Continent<br/>                     Country<br/>                     East<br/>                     Europe<br/>                     Equator<br/>                     Factory<br/>                     Globe<br/>                     Habitat<br/>                     Harbour<br/>                     House<br/>                     Human<br/>                     Island<br/>                     Local Area<br/>                     Man Made<br/>                     Mountain<br/>                     North<br/>                     North Pole<br/>                     Ocean<br/>                     Office<br/>                     Physical<br/>                     Population<br/>                     Port<br/>                     Shop<br/>                     South<br/>                     South Pole<br/>                     Town<br/>                     United Kingdom<br/>                     Vegetation<br/>                     Village<br/>                     West                 </p> | <p>                     Aftershock<br/>                     British Isles<br/>                     Capital Cities<br/>                     Destination<br/>                     Dormant<br/>                     Earthquake<br/>                     Environment<br/>                     Eruption<br/>                     Human Features<br/>                     Index<br/>                     Key<br/>                     Landscape<br/>                     Land Use<br/>                     Locality<br/>                     Mountain Range<br/>                     North East<br/>                     North West<br/>                     Northern Hemisphere<br/>                     Physical Features<br/>                     Precipitation<br/>                     Region<br/>                     Settlement<br/>                     South East<br/>                     South West<br/>                     Symbols<br/>                     Temperature<br/>                     Tropic of Cancer<br/>                     Tropic of Capricorn                 </p> | <p>                     Antarctic Circle<br/>                     Arctic Circle<br/>                     Biomes<br/>                     Condensation<br/>                     Climate Zones<br/>                     Distribution<br/>                     Economical Activity<br/>                     Evaporation<br/>                     Fieldwork<br/>                     Graph<br/>                     Greenwich Meridian<br/>                     Groundwater<br/>                     Infiltration<br/>                     Itinerary<br/>                     Land Use<br/>                     Latitude<br/>                     Longitude<br/>                     Natural Resources<br/>                     Ordnance Survey<br/>                     Precipitation<br/>                     Scale<br/>                     Settlements<br/>                     Symbol<br/>                     Time Zones<br/>                     Trade<br/>                     Trade Links<br/>                     Vapour<br/>                     Vegetation Belts<br/>                     Water Cycle                 </p> |

# Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education.

Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge - links can be made across different areas of study.

# Assessment

- Teachers will assess against the agreed year group end points.
- Teachers will input the data manually on the agreed format available on teams.
- This will be moderated twice a year.

EYFS

ELGs in Purple

Understanding the World

\*People, Culture and Communities

\*The Natural World

- Pupils will know that there are different countries in the world and talk about the differences they have experienced or seen in photos, using maps and globes.
- Pupils understand position through words alone. For example, "The bag is under the table," - with no pointing. (M) Describe a familiar route. (M)
- Pupils can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Pupils know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Pupils can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
- Pupils know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.

| Year 1                                   | Working Towards   | Working at Expected   | Greater Depth   |
|--|---|---|---|
| <b>Locational Knowledge</b>              | <ul style="list-style-type: none"> <li>Pupils can name and locate one of the seven continents of the world</li> <li>Pupils can locate oceans</li> <li>Pupils can name and locate one of the four countries of the United Kingdom</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils can name and locate two of the seven continents of the world</li> <li>Pupils can name and locate one of the five oceans of the world</li> <li>Pupils can name and locate two of the four countries of the United Kingdom</li> <li>Pupils can name one of the four capital cities of the United Kingdom</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils can name and locate three of the seven continents of the world</li> <li>Pupils can name and locate two of the five oceans of the world</li> <li>Pupils can name and locate three of the four countries of the United Kingdom</li> <li>Pupils can name two of the four capital cities of the United Kingdom</li> </ul>                                   |
| <b>Place Knowledge</b>                   | <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography</li> </ul>                             | <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography</li> </ul>                       |
| <b>Human and Physical Geography</b>      | <ul style="list-style-type: none"> <li>Pupils can name the seasons</li> <li>Pupils can locate a small number of hot and cold areas of the world in relation to the Equator or North and South Poles</li> <li>Pupils can use a few basic geographical words to refer to human features</li> <li>Pupils can use a few basic geographical words to refer to physical features</li> </ul> | <ul style="list-style-type: none"> <li>Pupils are beginning to identify seasonal patterns</li> <li>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</li> <li>Pupils are beginning to use basic geographical vocabulary to refer to human features</li> <li>Pupils are beginning to use basic geographical vocabulary to refer to physical features.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils can identify seasonal patterns</li> <li>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</li> <li>Pupils are beginning to use basic geographical vocabulary to refer to human features</li> <li>Pupils are beginning to use basic geographical vocabulary to refer to physical features</li> </ul> |
| <b>Geographical Skills and Fieldwork</b> | <ul style="list-style-type: none"> <li>Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently</li> <li>Pupils can use simple compass directions with increasing accuracy</li> <li>Pupils can recognise landmarks</li> <li>Pupils can devise a simple map</li> </ul>                                   | <ul style="list-style-type: none"> <li>Pupils are beginning to use maps, atlases and globes to identify studied regions</li> <li>Pupils can use north and south accurately or east and west accurately</li> <li>Pupils are beginning to recognise landmarks</li> <li>Pupils are beginning to devise a simple map</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately</li> <li>Pupils can use simple compass directions with increasing accuracy</li> <li>Pupils are recognising landmarks with increased accuracy</li> <li>Pupils are beginning to devise a simple map</li> </ul>             |

| Year 2                                   | Working Towards  | Working at Expected   | Greater Depth  |
|--|--|---|--|
| <b>Locational Knowledge</b>              | <ul style="list-style-type: none"> <li>Pupils can name and locate four of the seven continents of the world</li> <li>Pupils can name and locate three of the five oceans of the world</li> <li>Pupils can name and locate the four countries of the United Kingdom</li> <li>Pupils can name three of the four capital cities of the United Kingdom</li> </ul>                                  | <ul style="list-style-type: none"> <li>Pupils can name and locate five of the seven continents of the world</li> <li>Pupils can name and locate four of the five oceans of the world</li> <li>Pupils can name and locate the four countries of the United Kingdom</li> <li>Pupils can name the four capital cities of the United Kingdom</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils can name and locate the seven continents of the world</li> <li>Pupils can name and locate the five oceans of the world</li> <li>Pupils can name and locate the four countries of the United Kingdom</li> <li>Pupils can name the four capital cities of the United Kingdom</li> </ul>  |
| <b>Place Knowledge</b>                   | <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography</li> </ul>                | <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography</li> </ul>  |
| <b>Human and Physical Geography</b>      | <ul style="list-style-type: none"> <li>Pupils can identify seasonal patterns</li> <li>Pupils can locate a small number of hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>Pupils can use basic geographical vocabulary to refer to human features</li> <li>Pupils can use basic geographical vocabulary to refer to physical features</li> </ul> | <ul style="list-style-type: none"> <li>Pupils can identify seasonal patterns and are beginning to identify daily weather patterns</li> <li>Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>Pupils can use a range of basic geographical vocabulary to refer to human features</li> <li>Pupils can use a range of basic geographical vocabulary to refer to physical features</li> </ul> | <ul style="list-style-type: none"> <li>Pupils can identify seasonal and daily weather patterns</li> <li>Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>Pupils can use a wide range of basic geographical vocabulary to refer to human features</li> <li>Pupils can use a wide range of basic geographical vocabulary to refer to physical features</li> </ul> |
| <b>Geographical Skills and Fieldwork</b> | <ul style="list-style-type: none"> <li>Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently</li> <li>Pupils can use simple compass directions with increasing accuracy</li> <li>Pupils can recognise landmarks</li> <li>Pupils can devise a simple map</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can use maps, atlases and globes with increasing confidence to identify studied regions</li> <li>Pupils can use simple compass directions</li> <li>Pupils can recognise landmarks</li> <li>Pupils can devise a simple map and are beginning to include a key</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils can use maps, atlases and globes confidently to identify studied regions</li> <li>Pupils can use simple compass directions confidently</li> <li>Pupils can recognise landmarks</li> <li>Pupils can devise a simple map with basic symbols in a key</li> </ul>  |

| Year 3                                   | Working Towards   | Working at Expected   | Greater Depth  |
|--|---|---|--|
| <b>Locational Knowledge</b>              | <ul style="list-style-type: none"> <li>Pupils are beginning to locate countries in Europe, North and South America on a map</li> <li>Pupils are beginning to locate cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils are becoming more confident locating countries in Europe, North and South America on a map</li> <li>Pupils are becoming more confident locating cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map</li> <li>Pupils can, with increasing accuracy, locate cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian</li> </ul>   |
| <b>Place Knowledge</b>                   | <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography</li> </ul>  |
| <b>Human and Physical Geography</b>      | <ul style="list-style-type: none"> <li>Pupils are beginning to describe a few aspects of physical geography</li> <li>Pupils are beginning to describe a few aspects of human geography</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils are beginning to describe some aspects of physical geography</li> <li>Pupils are beginning to describe some aspects of human geography</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils can describe a few aspects of physical geography</li> <li>Pupils can describe a few aspects of human geography</li> </ul>  |
| <b>Geographical Skills and Fieldwork</b> | <ul style="list-style-type: none"> <li>Pupils are practising using maps, atlases and globes to locate countries and describe features studied</li> <li>Pupils are beginning to read maps with symbols and key</li> <li>Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul> | <ul style="list-style-type: none"> <li>Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these</li> <li>Pupils are becoming increasingly accurate with symbols and key</li> <li>Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul> | <ul style="list-style-type: none"> <li>Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently</li> <li>Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key</li> <li>Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul> |

| Year 4                                   | Working Towards  | Working at Expected  | Greater Depth   |
|--|--|--|---|
| <b>Locational Knowledge</b>              | <ul style="list-style-type: none"> <li>Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map</li> <li>Pupils can, with increasing accuracy, locate cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can locate countries in Europe, North and South America on a map</li> <li>Pupils can locate cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils can confidently locate countries in Europe, North and South America on a map</li> <li>Pupils can locate cities of the United Kingdom and are beginning to identify counties</li> <li>Pupils can identify at least 4 for 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</li> </ul>  |
| <b>Place Knowledge</b>                   | <ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in physical geography</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography</li> </ul>   |
| <b>Human and Physical Geography</b>      | <ul style="list-style-type: none"> <li>Pupils can describe some aspects of physical geography</li> <li>Pupils can describe some aspects of human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can describe aspects of physical geography</li> <li>Pupils can describe aspects of human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can describe an increased range of aspects of physical geography</li> <li>Pupils can describe an increased range of aspects of human geography</li> </ul>   |
| <b>Geographical Skills and Fieldwork</b> | <ul style="list-style-type: none"> <li>Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently</li> <li>Pupils are using four figure grid references more accurately and are becoming increasingly accurate with symbols and key (including the use of Ordnance Survey Maps)</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul> | <ul style="list-style-type: none"> <li>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul> | <ul style="list-style-type: none"> <li>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul> |

| Year 5                                   | Working Towards  | Working at Expected  | Greater Depth   |
|--|--|--|---|
| <b>Locational Knowledge</b>              | <ul style="list-style-type: none"> <li>Pupils can locate some countries of the world on a map</li> <li>Pupils are becoming more accurate in locating counties and cities of the United Kingdom</li> <li>Pupils can identify at least 4 for 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</li> <li>Pupils are beginning to study aspects of the physical and human geography that have changed over time</li> </ul>                           | <ul style="list-style-type: none"> <li>Pupils are becoming more accurate in locating countries of the world on a map</li> <li>Pupils are becoming more accurate in locating counties and cities of the United Kingdom</li> <li>Pupils can identify at least 5 for 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</li> <li>Pupils are beginning to identify aspects of the physical and human geography that have changed over time</li> </ul> | <ul style="list-style-type: none"> <li>Pupils can, mostly, locate countries of the world on a map</li> <li>Pupils can, mostly, locate counties and cities of the United Kingdom</li> <li>Pupils can identify most for 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</li> <li>Pupils can identify aspects of the physical and human geography that have changed over time</li> </ul>   |
| <b>Place Knowledge</b>                   | <ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical geography</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography</li> </ul>   |
| <b>Human and Physical Geography</b>      | <ul style="list-style-type: none"> <li>Pupils can describe a variety of aspects of physical geography</li> <li>Pupils can describe a variety of aspects of human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can describe and understand some key aspects of physical geography</li> <li>Pupils can describe and understand some key aspects of human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can describe and understand an increasing variety of key aspects of physical geography</li> <li>Pupils can describe and understand an increasing variety of key aspects of human geography</li> </ul>   |
| <b>Geographical Skills and Fieldwork</b> | <ul style="list-style-type: none"> <li>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>Pupils can use some of the eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul> | <ul style="list-style-type: none"> <li>Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies</li> </ul>            | <ul style="list-style-type: none"> <li>Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</li> </ul> |

| Year 6                                   | Working Towards   | Working at Expected  | Greater Depth  |
|--|---|--|--|
| <b>Locational Knowledge</b>              | <ul style="list-style-type: none"> <li>Pupils can, with increasing accuracy, locate countries of the world on a map</li> <li>Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom</li> <li>Pupils can, for the majority, 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</li> <li>Pupils can identify aspects of the physical and human geography that have changed over time</li> </ul> | <ul style="list-style-type: none"> <li>Pupils can, with increasing accuracy, locate countries of the world on a map</li> <li>Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom</li> <li>Pupils can, for the majority, 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</li> <li>Pupils can identify how aspects of the physical and human geography have changed over time</li> </ul> | <ul style="list-style-type: none"> <li>Pupils can confidently locate countries of the world on a map</li> <li>Pupils can confidently locate counties and cities of the United Kingdom</li> <li>Pupils can 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</li> <li>Pupils can confidently identify how aspects of the physical and human geography have changed over time</li> </ul>          |
| <b>Place Knowledge</b>                   | <ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to understand similarities and differences between the three in physical geography</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to understand similarities and differences between the three in human geography</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography</li> </ul>  |
| <b>Human and Physical Geography</b>      | <ul style="list-style-type: none"> <li>Pupils can describe and understand an increased variety of key aspects of physical geography</li> <li>Pupils can describe and understand an increased variety of key aspects of human geography</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils can describe and understand a range of key aspects of physical geography</li> <li>Pupils can describe and understand a range of key aspects of human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can describe and understand a wide range of key aspects of physical geography</li> <li>Pupils can describe and understand a wide range of key aspects of human geography</li> </ul>  |
| <b>Geographical Skills and Fieldwork</b> | <ul style="list-style-type: none"> <li>Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>Pupils can use most of the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</li> <li>Pupils can 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</li> </ul> |