

## Geography Curriculum Intent at Moulton Primary School

### Principles of Instruction:

Teaching at Moulton Primary school incorporates Barak Rosenshine's Principles of Instruction as the vehicle for high quality teaching for all. We have adopted these principles within and across lessons in all subjects as research indicates they have a substantially positive impact on pupil progress. In the Geography curriculum, they are not a tick list for every lesson but will be apparent within a sequence of lessons.

<b>Rosenshine's Principles of Instruction</b>	<b>Implementation in Geography</b>
<b>1.Begin a lesson with a short review of previous learning</b>	Lessons build cumulatively and coherently beginning with prior learning through the use of quizzes, questions, two things, give one and get one routines. These activities help to embed learning into the long term memory and prepares the pupils to link new learning to existing schemas, building their cognitive load gradually.
<b>2.Present new material in small steps with student practice after each new step</b>	Lessons follow the Teach-Task cumulative model (teach-task-teach-task)which draws on the six phases of a lesson and supports coherent and effective creation of knowledge in the long-term memory. Teachers use a variety of activities and tasks to embed skills and knowledge using this format.
<b>3.Ask a large number of questions and check responses of all pupils</b>	Direct/ 'no hands-up' and open ended questions are used for formative assessment. Assessment questions are interwoven into the Geography curriculum to check understanding. Additional open ended 'big idea' questions are offered to all children so that they can retrieve information from prior learning.
<b>4.Provide models</b>	We use knowledge organisers, carefully constructed knowledge notes, worked examples, full or partially completed diagrams, high quality resources, including OS maps, Digimaps, Atlases and specific vocabulary to support children with their learning. The Teach Task model ensures that alongside these worked-examples, high quality teacher modelling gives a clear understanding of key conceptions.
<b>5.Guide Pupil Practice</b>	Following teacher instruction, pupils are given frequent opportunities to rephrase, summarise using 'I know and I think' statements, explain, and elaborate on their work to ensure they can master the knowledge or skill. This is the stage that will allow for techniques to be improved and feedback to be given at the point of learning.

<p><b>6.Check for pupil understanding</b></p>	<p>Teachers check on individual understanding and application of skills using a range of strategies in which children display their understanding through their practical work and their discussions. Teachers will offer appropriate support to enhance their skill. For example, modelling how to locate grid references. Once children have trialled and developed key skills they will then have the opportunity to apply and master these skills appropriately.</p>
<p><b>7.Obtain a high success rate</b></p>	<p>Lessons follow a clear structure to allow for a high rate of success for all.</p> <ol style="list-style-type: none"> <li>1. Connect (retrieval of prior learning)</li> <li>2. Explain and Example (Instruction using Teach Talk Model)</li> <li>3. Attempt (deliberate practise and addressing of misconceptions)</li> <li>4. Apply (guided or independent practise of knowledge and skills)</li> <li>5. Challenge (to summarise, 'I know' and 'I think' statements and quiz)</li> </ol>
<p><b>8.Scaffolding</b></p>	<p>The use of carefully constructed knowledge notes, worked examples, full or partially completed diagrams, exemplifications, high quality resources and specific vocabulary assist learning and help pupils strive for aspirational targets.</p>
<p><b>9.Independent practice</b></p>	<p>Lessons include opportunities for pupils to showcase their understanding of lesson content and appropriate vocabulary to reflect on their work. Across each block of learning the children will have opportunities to independently apply taught skills through a combination of teacher modelling and child practising.</p>
<p><b>10.Engage in review weekly/ monthly</b></p>	<p>Lessons are carefully planned and sequenced to enable constant rehearsal and review of information of knowledge and skills, both within year groups and across the whole of the Geography Curriculum.</p> <p>Questions for assessments are planned throughout the learning sequence to check understanding. This will be reviewed at the end of the learning sequence. Targets will be set and revisited again. This will embed knowledge into long term memory.</p>

**Impact:**

Teachers assess pupil's attainment weekly during Geography lessons. Immediate feedback will be given during the application task of the learning sequence to address challenging skills and techniques.

Teachers will assess pupil's progress through the use of the cumulative questions for Year 2-Year 6, whereas Year 1 will assess using the application task.

Once CUSP is established at Moulton Primary School, Insight will be used for teachers to keep track of children's attainment, using their ongoing teacher assessment using the exemplification materials. Statements will be used to identify if a child is working at age related expectation. Ongoing tracking will identify gaps and will inform future planning.

Expectations for each block are made explicit e.g. how to read and interpret contour lines on an OS map or make comparisons between the human and physical features of contrasting locations.

The Oracy and Vocabulary tasks provide ample opportunities for teachers to evaluate pupils' ability to:

- use subject specific language effectively;
- explain contrasting human and physical features;
- ask and answer questions
- The vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of subject specific vocabulary covered in the block.
- All teachers will have a geography book for modelling application task expectations.
- Summative data is collected three times a year and is used to inform us of the progress and attainment of each individual and of particular groups of children across the school e.g. SEND and PPG.

Moulton Primary sets challenging targets for all pupils' achievement based on prior attainment and in line with the aspirations of the school. We expect that 80% of our children will be working at Age Related Expectations in Geography and a growing percentage to achieve Greater Depth.

The subject content for each year group is as follows:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		Continents, oceans, countries and capital cities of UK and seas  <b>LOCATIONAL KNOWLEDGE</b>  Location, Order Connection  (5/6 lessons)			Local area map work skills  <b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>  Location, Environment, Patterns  (4 lessons)	Hot and cold locations  <b>HUMAN AND PHYSICAL GEOGRAPHY</b>  Location, Environment Culture  (4/6 lessons)  REVISIT Location study of continents and oceans  (3 lessons)
Year 2		Local area study  <b>HUMAN AND PHYSICAL GEOGRAPHY</b>  Location, Order Environment, Culture Time, Pattern  (3 lessons)	Local area map work skills and introduction to scale  <b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>  Location, Environment, Pattern, Similar  (4-6 lessons)			Compare an alternative non-European locality (Village in a rainforest)  <b>PLACE KNOWLEDGE</b>  Location, Environment Culture, Remoteness

		<p>Comparison of a non-European location with small area of UK (London and Nairobi)</p> <p><b>PLACE KNOWLEDGE</b></p> <p>Location, Environment, Culture, Connection (3 lessons)</p>			(5-6 lessons)
Year 3		<p>Local area study</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, place, map skills and fieldwork</p> <p>(2/3 lessons)</p>	<p>UK Study</p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p>Location, Order Environment, Region Landscape</p> <p>(5/6 lessons)</p>		<p>OS maps and scale</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity</p> <p>(3/4 lessons)</p>
Year 4	<p>Rivers</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Order, Proximity Region, Landscape, System</p>	<p>Latitude and longitude</p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p>Location, Position Diversity, Time</p> <p>(5-6 lessons)</p>	<p>Water cycle</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Environment, Connection, Interaction,</p>	<p>Map skills</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity(5-6 lessons)</p>	

	<p><b>PLACE KNOWLEDGE</b></p> <p>Location, Environment, Pattern (2-3 lessons)</p>		<p>Landscape Process, Cycle  (3 lessons)</p>		
Year 5	<p>World cities, biomes and environmental regions</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location Interdependence, Pattern Environment, Settlement (5-6 lessons)</p>	<p>4 and 6 figure grid references</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location Absolute position Scale Settlement (2-3 lessons)</p>	<p>Revisit World cities, biomes and environmental regions</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location Interdependence, Pattern Environment, Settlement Economic (3 lessons)</p>		<p>OS maps and fieldwork</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity (4-6 lessons)</p>
Year 6	<p>Comparison study of North America, Europe and UK</p> <p><b>PLACE KNOWLEDGE</b></p> <p>Location, Connection Economic, Order Pattern, Remoteness (4-6 lessons)</p>		<p>Physical processes</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Time, Location, Process Connection, Environment System (6 lessons)</p>	<p>Settlements and relationships</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Proximity Landscape, Interdependence Lived space</p>	<p>Maps and orienteering</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Proximity Scale, Connection, Pattern (3-6 lessons)</p>

				(3 lessons) <b>PLACE KNOWLEDGE</b> Location, Connection Economic, Order Pattern, Remoteness	
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National Curriculum Programme of Study - Geography

	<b>By the end of Key Stage One</b>
Locational knowledge	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
Place knowledge	<p>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</p>
Human and physical geography	<p>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</p> <p>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</p>
Geographical skills and fieldwork	<p>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</p> <p>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</p> <p>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</p> <p>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.</p>

**By the end of Key Stage Two**

Locational knowledge

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

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

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

Human and physical geography

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

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

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Geography Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>			<p>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)</p> <p>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</p>	<p>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</p>	

				major cities		
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				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	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use simple fieldwork and observational skills to study the geography of</p>	<p>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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>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</p>	<p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of</p>

	<p>their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Name and locate counties and cities of the United Kingdom</p> <p>Geographical regions and their identifying human and physical characteristics</p> <p>Key topographical features (including hills, mountains, coasts and rivers)</p>	<p>including energy, food, minerals and water</p>		<p>natural resources including energy, food, minerals and water</p>
Geographical skills and fieldwork		<p>Use simple compass directions (North, South, East and West) and locational and directional language [for</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>Use maps, atlases and globes to know and explain more about location and a place</p> <p>Use 4 and 6 figure grid references with</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

		<p>example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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</p>	<p>Use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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</p>		<p>precision and accuracy</p> <p>Collect and use information to know more and explain what a location or place is like</p> <p>Use 4 and 6 figure grid references to explain location and place</p> <p>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>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>
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Progression and Sequence of Geography

	<b>Unit title and substantive focus</b>	<b>Previous Learning</b>	<b>Learning focus</b>	<b>Tier 2 Vocabulary (Multiple Meaning or High Frequency)</b>	<b>Tier 3 Vocabulary (Subject Specific)</b>
Year 1	<p>Continents, Oceans, UK countries, capital cities and surrounding seas</p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p>Location - Order - Connection</p>	<p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>ELG: The Natural World</b> Exploring the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences</p>	<p><b>Continents:</b> What are the 7 continents of the world?</p> <p><b>Oceans:</b> What are the 5 oceans of the world?</p> <p><b>Remember:</b> What are the 7 continents and 5 oceans of the world?</p> <p><b>Countries:</b> What are the four countries of the United Kingdom?</p> <p><b>Capital Cities:</b> What are the capital cities of the four kingdoms of the UK?</p> <p><b>Seas:</b> What seas surround the UK?</p>	<p>vast azure rotated expanse</p>	<p>ocean continent polar atlas</p>

		between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.			
Year 1	<p>Revisit</p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p>Location – Order - Connection</p>	<p><b>Y1:</b> Introduce UK countries, capital cities, continents and oceans</p> <p><b>Y1:</b> Revisit countries, capital cities, continents and oceans</p>	<p><b>Continents and Oceans:</b> Remember – name and find the 7 continents and 5 oceans of the world</p> <p><b>Hot and cold places:</b> Where is the equator?</p> <p>Where is hot and where is cold on the Earth? Where are the North and South Poles? What are they like?</p> <p>Where can I find hot countries?</p> <p>What are they like?</p> <p><b>What I know about hot and cold places:</b> Summary – where are hot and cold places of the world?</p> <p><b>Continuous Learning:</b> Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> <li>• Day</li> <li>• Month</li> </ul>	<p>location</p> <p>moist</p> <p>misty</p> <p>scorched</p> <p>freezing</p> <p>tropical</p>	<p>continent</p> <p>ocean</p> <p>polar</p> <p>equator</p> <p>temperature</p> <p>compass</p>



			<ul style="list-style-type: none"> <li>• Year</li> <li>• Weather symbols</li> <li>• Temperature symbols</li> <li>• Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy</li> </ul>		
Year 1	<p>Hot and cold locations</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location – Environment - Patterns</p>	<p><b>Y1:</b> Introduce UK countries, capital cities, continents and oceans</p> <p><b>Y1: Revisit</b> Revisit countries, capital cities, continents and oceans.</p>	<p><b>Continents and Oceans:</b> Remember – name and find the 7 continents and 5 oceans of the world</p> <p><b>Hot and cold places:</b> Where is the equator? Where is hot and where is cold on the Earth? Where are the North and South Poles? What are they like? Where can I find hot countries? What are they like?</p> <p><b>What I know about hot and cold places:</b> Summary – where are hot and cold places of the world?</p> <p><b>Continuous Learning:</b> Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> <li>• Day</li> <li>• Month</li> <li>• Year</li> </ul>	<p>location</p> <p>moist</p> <p>misty</p> <p>scorched</p> <p>freezing</p> <p>tropical</p>	<p>continent</p> <p>ocean</p> <p>polar</p> <p>equator</p> <p>temperature</p> <p>compass</p>

			<ul style="list-style-type: none"> <li>• Weather symbols</li> <li>• Temperature symbols</li> <li>• Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy.</li> </ul>		
Year 1	<p>Fieldwork and mapping</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location - Environment - Patterns</p>	<p><b>Y1:</b> Introduce UK countries, capital cities, continents and oceans</p> <p><b>Y1: Revisit</b> Revisit countries, capital cities, continents and oceans.</p> <p><b>Y1:</b> Hot and cold locations</p>	<p><b>Knowing</b> What is a map?</p> <p><b>Place and space</b> How do I make an imaginary map? We're going on a bear hunt.</p> <p><b>What I know about hot and cold places:</b> Summary – where are hot and cold places of the world?</p> <p>How do you show what a place is like? The Storm Whale</p> <p><b>Fieldwork</b> How do I make a real map?</p>	<p>built human imaginary natural place space</p>	<p>aerial connected environment feature fieldwork location</p>
Year 2	<p>Local Area Study</p> <p><b>Human and Physical Features</b></p>	<p><b>EYFS:</b> People, Culture and Communities</p> <p><b>EYFS:</b> The Natural World</p>	<p><b>Human Features:</b> What are human features?</p> <p><b>Physical Features:</b> What are physical features?</p>	<p>increase decrease align symbol observe sketch</p>	<p>aerial scale cardinal point valley port vegetation</p>

	<p>Location, Order Environment, Culture Time, Pattern</p>	<p><b>Y1:</b> Continents and oceans of the world, UK countries, capital cities and seas</p> <p><b>Y1:</b> Hot and cold climates, including the equator</p> <p><b>Y1:</b> Fieldwork and mapping</p>	<p><b>Local Area:</b> What features does our local area have?</p>		
Year 2	<p>Compare a small part of the UK and a contrasting non-European country, e.g. London and Nairobi</p> <p><b>PLACE KNOWLEDGE</b></p> <p>Location, Environment Culture, Connection</p>	<p><b>Y1:</b> Continents and oceans of the world</p> <p><b>Y1:</b> UK countries, capital cities and seas</p> <p><b>Y1:</b> Hot and cold climates, including the equator Y2: Local fieldwork study</p>	<p><b>Europe and United Kingdom.</b> <b>Capital cities:</b> Remember countries and capital cities of the UK.</p> <p><b>Africa: Kenya and Nairobi:</b> Where is the continent of Africa? Where is Kenya? What are the physical and human features? Where is Nairobi? Describe Nairobi.</p> <p><b>Compare the human and physical similarities and differences:</b> How are London and Nairobi similar? How are London and Nairobi different?</p>	<p>urban sprawling contrast horizon inspiring breath-taking striking cityscape majestic spectacular colossal scenic</p>	<p>landmark country capital climate feature savanna</p>

<p>Year 2</p>	<p>Fieldwork and map skills</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Environment, Pattern, Similar</p>	<p><b>Y1:</b> Our school</p> <p><b>Y1:</b> Continents and oceans of the world and UK countries, capital cities and seas</p> <p><b>Y1:</b> Hot and cold climates, including the equator</p> <p><b>Y2:</b> Comparison study of small area and non-European location (UK and Kenya)</p>	<p><b>Fieldwork, mapping and position:</b> How do we describe places?</p> <p><b>Fieldwork, mapping and symbols:</b> What physical features does this place have? What human features does this place have?</p> <p><b>Mapping and drawing:</b> Map keys: how can we show what a place is like? Sketch map: how can we show what a place is like?</p> <p><b>Summary:</b> How does the scale of map tell us what the area around the school is like?</p>	<p>increase decrease align symbol observe sketch</p>	<p>aerial scale cardinal point valley port vegetation</p>
<p>Year 2</p>	<p>Study a small area of a contrasting non-European country</p> <p><b>Yanomami people of the rainforest</b></p> <p><b>PLACE KNOWLEDGE</b></p> <p>Location, Environment, Culture, Remoteness</p>	<p><b>Y1:</b> Continents and oceans of the world and UK countries, capital cities and seas</p> <p><b>Y1:</b> Hot and cold climates, including the equator</p> <p><b>Y2:</b> Y2 local fieldwork study</p>	<p><b>Where?</b> Where are the rainforests? What are they like?</p> <p><b>Who?</b> How do the Yanomami people live?</p> <p><b>What is different?</b> What is different about my location and the Yanomami?</p>	<p>remote isolated thrive magnificent</p>	<p>Stone Age indigenous sustainable eco-system</p>

<p>Year 3</p>	<p>Map and fieldwork skills</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity</p>	<p><b>Y1:</b> Name and locate continents and oceans of the world and UK countries, capital cities and seas</p> <p><b>Y2:</b> Y2 UK and non-European location study – London and Nairobi</p> <p><b>Y2:</b> UK and non-European location study – Yanomami tribe</p> <p><b>Y2:</b> Y2 local area fieldwork study</p>	<p><b>Compass:</b> What are the eight points on the compass?</p> <p><b>Human and physical features:</b> Where are the human and physical features in this place?</p> <p><b>Apply it:</b> What physical features can you identify in the UK?</p>	<p>compass direction north east south west north-east south-east north-west south-west</p>	<p>cardinal intercardinal</p>
<p>Year 3</p>	<p>United Kingdom Study</p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p>Location, Order Environment, Region Landscape</p>	<p><b>Y1:</b></p> <ul style="list-style-type: none"> <li>• UK countries and capital cities</li> <li>• Hot and cold locations</li> <li>• Map skills and fieldwork</li> </ul> <p><b>Y2:</b> UK and non-European location study – London and Nairobi</p> <p><b>Y2:</b> UK and non-European location study – Yanomami tribe</p>	<p><b>UK:</b> What are the regions and countries in the UK? Name and locate cities and countries of the UK.</p> <p><b>Human and physical features:</b> Identify geographical regions by physical and human landmarks of Scotland and England.</p> <p>Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.</p>	<p>extensive sophisticated settlement terrain wilderness barren</p>	<p>topography landmarks region country scale contour line</p>

		<p><b>Y2:</b> Y2 local area fieldwork study</p>	<p><b>Geographical patterns and explanations:</b> What are the topical patterns in the UK? What can I see hear?</p>		
Year 3	<p>OS maps and scale</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity</p>	<p><b>Y1:</b></p> <ul style="list-style-type: none"> <li>• UK countries and capital cities</li> <li>• Hot and cold location</li> <li>• Map skills and fieldwork</li> </ul> <p><b>Y2:</b></p> <ul style="list-style-type: none"> <li>• Map skills and fieldwork - local area of the school</li> <li>• UK and non-European location study – London and Nairobi</li> <li>• UK and non-European location study – Yanomami tribe</li> <li>• Y2 local area fieldwork study</li> </ul> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristic</li> </ul>	<p><b>Knowing</b> What is an Ordnance Survey (OS) map?</p> <p><b>Large and small-scale maps</b> How does scale change the way we describe a place? What's the area like just beyond the school?</p> <p><b>Maps of other places</b> What's the area like beyond our region?</p>	<p>area cardinal historical landscape measuring solar</p>	<p>geographical key ordnance scale survey sustainable</p>

		<ul style="list-style-type: none"> <li>• Topographical features</li> </ul>			
Year 4	<p>Rivers</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Order, Proximity Region, Landscape, System</p> <p><b>PLACE KNOWLEDGE</b></p> <p>Location, Environment, Pattern</p>	<p><b>Y2:</b></p> <ul style="list-style-type: none"> <li>• Map skills and fieldwork - local area of the school</li> <li>• UK and non-European location study – London and Nairobi</li> <li>• UK and non-European location study - Yanomami tribe</li> <li>• Y2 local area fieldwork study</li> </ul> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul>	<p><b>Features of a river:</b></p> <p>What are the features of a river?</p> <p><b>Local rivers:</b> What is our local river?</p> <p>What feature can we see?</p> <p>Where did it come from and where does it flow?</p>	<p>raging</p> <p>tumble</p> <p>cascading</p> <p>precipice</p> <p>iconic</p> <p>turbulent</p>	<p>rivulet</p> <p>estuary</p> <p>flood plain</p> <p>tributary</p> <p>confluence</p> <p>channel</p>
Year 4	<p>Latitude and longitude</p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p>Location, Position Diversity, Time</p>	<p><b>Y2:</b></p> <ul style="list-style-type: none"> <li>• Map skills and fieldwork - local area of the school</li> <li>• UK and non-European location study – London and Nairobi</li> </ul>	<p><b>Latitude and longitude:</b></p> <p>What are the lines of latitude?</p> <p>What are the lines of longitude?</p> <p><b>Location and physical features:</b></p>	<p>co-ordinate</p> <p>parallel</p> <p>determine</p> <p>circumnavigate</p> <p>constitutes</p> <p>straddle</p>	<p>latitude</p> <p>longitude</p> <p>horizontal</p> <p>vertical</p> <p>meridian</p> <p>equator</p>

		<ul style="list-style-type: none"> <li>• UK and non-European location study – Yanomami tribe</li> <li>• Y2 local area fieldwork study</li> </ul> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b> Rivers</p>	<p>How do lines of latitude and longitude tell us what the location is like?</p> <p>How can you find exact locations around the world?</p> <p><b>Time zones Day and night:</b> What are the time zones and how do they affect us? How does day and night occur?</p>		
Year 4	<p>Water cycle</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Environment, Connection, Interaction, Landscape Process, Cycle</p>	<p><b>Y3 Science:</b> plants</p> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul>	<p><b>The process:</b> What is the water cycle?</p> <p><b>The way it works:</b> How does the water cycle work?</p> <p><b>The things that influence it:</b> What affects the water cycle?</p>	<p>infiltrate sequence reoccurring (recurring) pollution consequence permeate</p>	<p>ground water precipitation condensation transpiration percolation evaporation</p>



		<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> </ul>			
Year 4	<p>Map skills Environmental regions of Europe, Russia, North and South America</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Place, Scale, Proximity</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> </ul> <p>Revisit rivers</p>	<p><b>Define:</b> What are environmental regions?</p> <p><b>Know, compare and contrast</b> Europe: what are the major environmental regions? Russia: what are the major environmental regions? North America: what are the major environmental regions? South America: what are the major environmental regions?</p> <p><b>Structured assessment task:</b> Apply and show what you know.</p>	<p>arid bountiful locality major rapid vibrant</p>	<p>biome climate environmental equatorial Mediterranean Tropical</p>
Year 4	<p>Rivers revisited</p> <p><b>PHYSICAL GEOGRAPHY</b></p> <p>Environment, Connection, Interaction, Landscape Process, Cycle</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> </ul> <p>Geographical regions</p> <ul style="list-style-type: none"> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> </ul>	<p><b>River features:</b> Remember – what are the features of a river?</p> <p><b>River Study:</b> Where is the river Nile and what features does it have?</p> <p><b>River Study:</b> Where is the Amazon River and what features does it have?</p>	<p>raging tumble cascading precipice iconic turbulent</p>	<p>rivulet estuary flood plain tributary confluence channel</p>

		<ul style="list-style-type: none"> <li>• OS maps and scale</li> </ul> <b>Y4:</b> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> </ul>			
Year 5	<p>World countries – biomes and vegetation belts</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<b>Y3:</b> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <b>Y4:</b> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul>	<b>Major countries and cities:</b> Where would you find the major countries of the world? Where would you find the major cities of the world? <b>Biomes:</b> What is a biome? (Environmental region) How do biomes change across the world? <b>Human and physical features:</b> What are the human characteristics that define Europe, North and South America? What are the physical characteristics that define Europe, North and South America?	arid fertile densely exceptional craggy scenery	continent latitudes longitude equator hemisphere biome
Year 5	<p>4 and 6 figure grid references</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p>	<b>Y3:</b> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> </ul>	<b>Finding locations:</b> Why do we need latitude and longitude? <b>Finding locations precisely:</b> What are 4 and 6 figure grid references and how do we use them? <b>Apply it:</b> Use 4 and 6 figure grid references	horizontal vertical parallel arctic Antarctic	equator Tropic of Cancer Tropic of Capricorn poles meridian line

	<p>Location Absolute position Scale Settlement</p>	<ul style="list-style-type: none"> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries – biomes and vegetation belts</li> </ul>			
Year 5	<p>Revisit World countries – biomes and vegetation belts</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> </ul>	<p><b>Major countries and cities:</b></p> <p>Where would you find the major countries of the world?</p> <p>Where would you find the major cities of the world?</p> <p><b>Biomes:</b></p> <p>What is a biome? (Environmental region)</p> <p>How do biomes change across the world?</p> <p><b>Human and physical features:</b></p> <p>What are the human characteristics that define Europe, North and South America?</p> <p>What are the physical characteristics that define Europe, North and South America?</p>	<p>arid fertile densely exceptional craggy scenery</p>	<p>continent latitudes longitude equator hemisphere biome</p>

		<ul style="list-style-type: none"> <li>• Revisit World countries – biomes and vegetation belts</li> </ul>			
Year 5	<p>OS maps and fieldwork</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul>	<p><b>OS maps</b></p> <p>Remember: what are OS maps and how do we use them?</p> <p><b>Map skills and fieldwork</b></p> <p>What are four and six figure grid references? What are contour lines? What does the land look in my local area? What is the land like in a contrasting locality?</p> <p><b>Show what you know</b></p> <p>Structured Explanative Assessment Task.</p>	<p>contrast</p> <p>intersect</p> <p>slope</p> <p>solar farm</p> <p>turbine</p> <p>undulating</p>	<p>coordinates</p> <p>contour line</p> <p>eastings</p> <p>northings</p> <p>plateau</p>
Year 6	<p>Comparison study – UK, Europe North or South America</p> <p><b>PLACE KNOWLEDGE</b></p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul>	<p><b>United Kingdom:</b></p> <p>Where is the Lake District? How was the Lake District formed?</p> <p><b>Europe:</b></p>	<p>equivalent</p> <p>contrast</p> <p>erosion</p> <p>inhospitable</p> <p>moderately</p> <p>prosper</p>	<p>orogeny</p> <p>glaciation</p> <p>temperate</p> <p>tectonic</p> <p>summit</p> <p>altitude</p>

	Location, Connection Economic, Order Pattern, Remoteness	<p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul>	<p>Poland: Where can you find the Tetra mountains? What are the Tetra mountains like?</p> <p><b>North America:</b> The Caribbean and Jamaica: What do we know? What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?</p>		
Year 6	<p>Physical processes: earthquakes, mountains and volcanoes</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Time, Location, Process Connection, Environment System</p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Comparison study – UK, Europe North or South America</li> </ul>	<p><b>The Earth's structure and tectonic plates:</b> What makes up layers of planet Earth? What are tectonic plates and where do you find them? How do tectonic plates move and what happens when they meet or separate? How was the Lake District formed?</p> <p><b>Earthquakes:</b> What causes an earthquake and what is the effect?</p> <p><b>Mountains:</b> How are mountains formed?</p> <p><b>Volcanoes:</b> How do volcanoes work?</p>	<p>viscous churning buckle disaster devastation magnitude</p>	<p>epicentre fissure dormant magma molten mantle</p>

<p>Year 6</p>	<p>Settlements and relationships</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Proximity Landscape, Interdependence Lived space</p> <p><b>PLACE KNOWLEDGE</b> Location, Connection Economic, Order Pattern, Remoteness</p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Comparison study – UK, Europe North or South America</li> <li>• Physical processes: earthquakes, mountains and volcanoes</li> </ul>	<p><b>Settlements:</b> What are settlements and where are they found?</p> <p><b>Settlement patterns:</b> Do settlements have a pattern?</p> <p><b>People and economic patterns:</b> Do people, their movement and economic activity have patterns?</p>	<p>location resource distribute employ production consumption</p>	<p>trade economy navigable lowland migrant refugee</p>
<p>Year 6</p>	<p>Orienteering</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity</p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> </ul>	<p><b>Remember</b> What are 4 and 6 figure grid references? How do we use them?</p> <p><b>Introduction to orienteering</b> What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls?</p> <p><b>Outdoor orienteering courses</b></p>	<p>aerial appreciate coniferous distinctive participant randomised</p>	<p>checkpoint control legend navigate orientate orienteering</p>

		<ul style="list-style-type: none"><li>• Revisit World countries – biomes and vegetation belts</li></ul> <b>Y6:</b> <ul style="list-style-type: none"><li>• Comparison study – UK, Europe North or South America</li><li>• Physical processes: earthquakes, mountains and volcanoes</li></ul>	<p>How do I navigate a simple course outdoors with controls? Motala: how do I navigate multiple outdoor courses using controls? How do I plan and set up an orienteering course?</p>		
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