




Geography

Subject Lead Miss E. Rogers

LITTLETON GREEN COMMUNITY SCHOOL

Subject Overview



As Geography Lead, my vision is to inspire every child to become a **curious and confident explorer** of the world.

Through a progressive and inclusive curriculum, pupils will develop an **understanding of people, places and the environment, think critically about global issues**, and make positive choices that **support their community and the wider world**.



Geography Curriculum Aims

The National Curriculum for geography aims to ensure that all pupils:

- To develop **contextual knowledge of the location of globally significant places** – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key **physical and human geographical** features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the **geographical skills** needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of **fieldwork** that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
  - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length.

EYFS and Geography

Understanding of the world educational programme
(taken from the EYFS Framework 2020)

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

EYFS Understanding the world

ELG People, culture and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

Curriculum Intent

Our Geography Curriculum is designed to...

encourage ALL pupils to become **curious and explorative thinkers who develop a rich and diverse knowledge of the world.**

It supports Littleton Green's aim to develop confident, inquisitive and reflective learners by giving pupils opportunities to ask questions, investigate places, recognise patterns and explain how the world around them works.
We want children to understand that Geography is not simply about knowing where places are. It is about understanding **places, people, environments, processes and the connections between them**.

We aim for pupils to...

develop the confidence to **question, observe, measure, collect information, analyse evidence and present geographical findings.**

Pupils develop a strong sense of their own locality and identity while progressively widening their geographical perspective to the UK, Europe and the wider world.

They learn to recognise **similarities and differences** between places, explain **human and physical processes** and understand how these interact over time.

Pupils are encouraged to become **informed and resourceful citizens** who understand the impact people can have on environments and recognise their role within an interconnected world.

Learning is sequenced so that...

pupils revisit important geographical knowledge and skills throughout primary school, each time with **greater depth, complexity and independence.**

Locational knowledge is continually revisited so that pupils build an increasingly secure mental map of the world.
Conceptual understanding develops progressively from familiar surroundings and local environments towards increasingly complex national and global contexts.

The structured sequence ensures that pupils build on what they already know rather than beginning each new topic in isolation.



We Are PURPLE!

Curriculum Implementation

The teaching of Geography is supported by high-quality resources and a carefully sequenced curriculum which develops both geographical knowledge and geographical practice.
We use Kapow Primary Geography to support planning while adapting learning to our school and locality so that pupils can make meaningful connections between classroom knowledge and the real world.

Geography Learning Journey

UNIT INTRODUCTION

Each unit is organised around a purposeful geographical enquiry question.
Pupils are introduced to the location, geographical context, important prior knowledge and key vocabulary required to explore the enquiry successfully.
Knowledge organisers identify significant facts, concepts and vocabulary and support pupils in making connections with earlier learning.

Individual Lesson Sequence

Retrieval Practice

Revisit previously taught:
- locational knowledge;
- geographical vocabulary;
- human and physical features;
- map and fieldwork skills;
- concepts and processes.

Hook

Introduce the geographical question, place, issue, map, image, artefact, data set or real-world context.

Encourage pupils to:
- observe carefully;
- identify what they already know;
- generate questions;
- make predictions;
- establish what they need to find out.

Core Learning

- explicit teaching of subject-specific vocabulary;
- teacher modelling of geographical thinking;
- using maps, atlases, globes, aerial photographs and digital mapping;
- comparing places and environments;
- investigating human and physical features;
- explaining geographical processes;
- interpreting photographs, diagrams, maps, graphs and data;
- guided and independent geographical enquiry;
- structured talk and collaborative investigation;
- fieldwork and practical geographical observation;
- opportunities to make connections between people, places and environments.

Where appropriate, pupils follow the geographical enquiry cycle (see next page)

Reflection

Pupils return to the enquiry question and use their new knowledge to:
- explain what they have discovered;
- justify conclusions;
- identify patterns and relationships;
- compare places;
- discuss geographical significance;
- apply vocabulary accurately;
- suggest further questions.

A purposeful outcome demonstrates pupils' developing geographical knowledge and their ability to think and work like geographers.

Lessons are adapted so all pupils, including those with SEND, EAL and disadvantaged backgrounds, can access and succeed.

Please see our page on Adaptive teaching for further information.

We Are PURPLE!

Curriculum Implementation

GEOGRAPHICAL ENQUIRY CYCLE

Question → Observe → Measure → Record → Present

1 Question



- develop geographical questions;
- select appropriate ways to collect information.



2 Observe



- make observations.

3 Measure





- gather qualitative and quantitative data.



4 Record



TREE HEIGHTS (m)		
Tree	Height (m)	Notes
1	6.2	Healthy
2	5.1	Leaning
3	7.4	Healthy
4	4.0	Young
5	6.8	Healthy



- record findings;
- analyse patterns;
- reflect on the reliability and validity of their findings.



5 Present





- present conclusions.

Fieldwork ranges from regular investigations within the school grounds and local community to visits beyond the immediate locality.





Curriculum Impact

We know our Geography curriculum works when pupils can **remember, explain and apply geographical knowledge** and use this confidently to **investigate places, processes and geographical questions.**

Pupils increasingly make connections between **location, place, human activity and physical processes** rather than viewing geographical facts in isolation.
They confidently use maps, globes, atlases, aerial photographs and digital resources, while progressively selecting appropriate geographical methods for themselves.
Through regular fieldwork, pupils learn to observe, collect, record, analyse and present geographical information with increasing independence.

By the end of primary school, pupils are curious and informed geographers who appreciate the diversity of the world, recognise the connections between people and environments and are well prepared for Geography at Key Stage 3.

Assessment Technique	What this means
Formative Assessment	Ongoing assessment throughout lessons. This includes opportunities such as: questioning, retrieval practice, and interactive activities. Teachers observe and assess in real-time and adapt accordingly.
Summative Assessment	End of unit quiz to assess pupils knowledge and understanding. This helps teachers understand knowledge and skills over time.
Written Outcomes	Learning is shown in different ways, including creative tasks, labelled drawings and, when needed, short pieces of written work.
Pupil Voice	Our learning sequence encourages children to talk, reflect and explain their thinking. Teachers use these moments to check understanding through questioning, discussion and simple recorded responses.

Inclusion and Adaptation

At Littleton Green, we want every pupil to recognise that **Geography is about their world and that they have a place within it.**

The curriculum begins with children's immediate surroundings and progressively expands their understanding of places, environments and cultures beyond their own experiences.

Children encounter a wide range of geographical locations and communities and are encouraged to explore similarities and differences respectfully, challenge stereotypes and recognise that places are complex and constantly changing.

How We Adapt Geography for All Learners

Geography lessons are structured so that every child can participate in geographical thinking and enquiry.

Teachers identify the **essential knowledge** pupils need and break complex concepts and processes into **clear, manageable stages**.

Support may include:

- explicit teaching and pre-teaching of geographical vocabulary;
- visual vocabulary and dual-coded resources;
- maps, photographs, aerial images and diagrams;
- modelling how to interpret geographical sources;
- enlarged or simplified maps where appropriate;
- carefully structured questioning;
- sentence stems and talk frames;
- practical and first-hand fieldwork experiences;
- adapted methods of recording;
- repeated opportunities to revisit important locations and concepts;
- scaffolded data collection and presentation;
- targeted adult support which develops rather than replaces independence.

Challenge is increased through **depth of explanation, increasingly complex sources, greater independence and more sophisticated geographical reasoning,** rather than simply requiring more written work.

Our aim is for every pupil to develop secure geographical knowledge, participate meaningfully in enquiry and experience success as a geographer.

Pupil Voice



Ryan. Year 4

"I have enjoyed learning about how to trade responsibly and how fair trade laws support cocoa famers. I also really enjoyed making chocolate as part of our 'Where does our food come from topic?'.

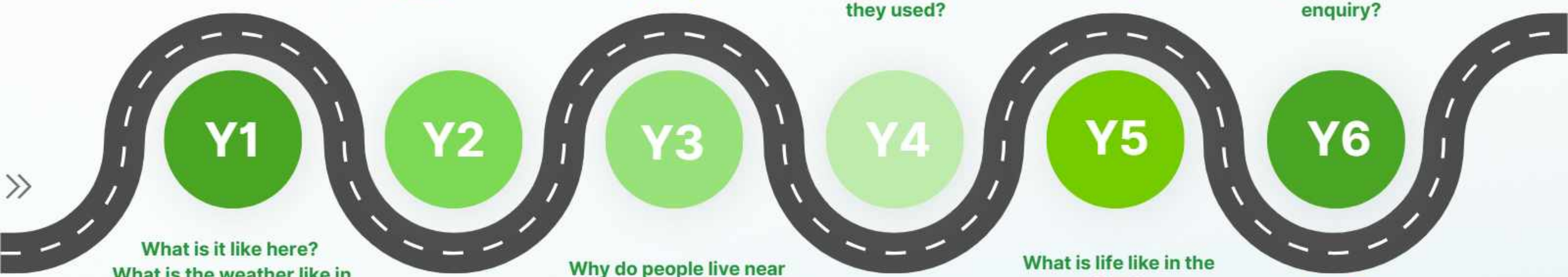
Kaidon. Year 5

"In our 'Why do oceans matter?' topic, we looked for litter around our school and recorded what we found. This helped us understand how rubbish on land can end up in the oceans and harm marine life. We also visited the Thinktank and really enjoyed exploring the marine life area, which helped us learn why oceans are so important."

Lily. Year 6

"When we were learning about the weather, we looked at tornadoes and how these were formed and rotate. We became news presenters and presented our findings to the class!"

Geography Unit Overview



Y1

What is it like here?
What is the weather like in the UK?
What is it like to live in Shanghai?

Y2

Would you prefer to live in a hot or cold place?
Why is our world wonderful?
What is it like to live by the coast?

Y3

Why do people live near volcanoes?
Who lives in Antarctica?
Are all settlements the same?

Y4

Why are rainforests important to us?
Where does our food come from?
What are rivers, and how are they used?

Y5

What is life like in the Alps?
Why do oceans matter?
Would you like to live in the desert?

Y6

Why does population change?
Where does our energy come from?
Can I carry out an independent fieldwork enquiry?

Curriculum Design

Our Geography curriculum is carefully sequenced so that pupils progressively develop the knowledge, concepts and disciplinary understanding needed to think like geographers.

The curriculum is organised through four interconnected strands:

Locational Knowledge • Place Knowledge • Human and Physical Geography • Geographical Skills and Fieldwork

Rather than teaching these strands independently, pupils draw upon them together when exploring meaningful geographical questions.

Building Geographical Knowledge

Substantive Knowledge – Knowing About

Pupils develop an increasingly secure body of knowledge about:

·locations; ·places; ·environments; ·physical processes; ·human processes; ·interactions between people and environments.

This knowledge provides the foundation pupils need to explain geographical patterns and processes.

Disciplinary Knowledge – Ways of Knowing

Pupils learn how geographers construct geographical knowledge. Through enquiry and fieldwork they learn to ask questions, select appropriate evidence, investigate places and environments, interpret findings and consider how reliable their conclusions are.

Procedural Knowledge – Knowing How To

Pupils progressively learn how to:

·use maps, globes and atlases; ·use compass directions; ·interpret aerial photographs; ·collect fieldwork data; ·measure geographical phenomena; ·create field sketches; ·use questionnaires and surveys; ·record information; ·analyse data; ·communicate geographical conclusions.

Geographical Concepts

Important concepts are revisited throughout the curriculum, including:

Place • Space • Scale • Interdependence • Human and Physical Processes • Environmental Impact • Sustainable Development • Cultural Awareness • Cultural Diversity

Pupils therefore learn not only geographical facts, but the conceptual ideas which allow them to connect and interpret those facts.

Curriculum Design

Spiral Curriculum

Knowledge and skills are revisited throughout primary school. Pupils return to important locations, concepts and geographical methods with increasing complexity, allowing prior knowledge to be strengthened and extended rather than beginning again. The sequence moves pupils from the familiar to the unfamiliar and from local to increasingly global scales.

Fieldwork

Fieldwork is an integral part of the Geography curriculum. Pupils regularly investigate their school grounds and surrounding locality so that geographical learning is connected to the complexity of the real world. As pupils progress through school, fieldwork becomes increasingly sophisticated and independent. By Year 6, pupils bring their knowledge and methods together to design and complete an independent geographical enquiry.

Oracy

Oracy is embedded throughout Geography. Pupils:

- respond to questions using geographical vocabulary;
- summarise information;
- generate and discuss enquiry questions;
- collaborate during geographical investigations;
- conduct interviews;
- debate geographical issues;
- explain evidence;
- present findings to different audiences.

Talk supports pupils in moving from observation towards increasingly sophisticated geographical explanation.

Climate Change and Sustainability

Age-appropriate understanding of climate change, environmental impact and sustainability is developed across the curriculum. Pupils encounter issues including:

- food production;
- energy;
- water;
- resource use;
- population;
- human impact;
- environmental management.

These contexts enable pupils to make informed decisions and understand that geographical issues can be complex and viewed from different perspectives.

Curriculum Design

PURPLE Values

Our Geography curriculum reflects our PURPLE values by encouraging pupils to be:

- **Proud** – valuing their locality and presenting geographical learning carefully.
- **Unique** – recognising that communities and places have distinctive identities.
- **Reflective** – questioning evidence and considering what geographical findings tell us.
- **Positive** – recognising that informed decisions can contribute to positive environmental and social change.
- **Loving –** showing respect for different people, cultures, communities and environments.
- **Empowered** – developing the knowledge and skills needed to understand and contribute to the world around them.

British Values

Geography supports British Values by helping pupils:

- appreciate cultural diversity;
- respect different communities and ways of life;
- discuss differing viewpoints;
- understand local, national and global communities;
- consider rights, responsibilities and the consequences of decisions;
- engage thoughtfully with contemporary geographical and environmental issues.







Progression of Knowledge and skills

YEAR 1		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Unit 1 What is it like here?	Skills			-Recognising some physical features in their locality. -Recognising some human features in their locality.	-Using an atlas to locate the UK. -Using directional language to describe the location of objects in the classroom and playground. -Using directional language to describe features on a map in relation to other features (real or imaginary). -Responding to instructions using directional language to follow routes. -Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. -Recognising basic physical features on aerial photographs. -Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. -Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. -Using simple picture maps and plans to move around the school. -Asking questions about the world around them. -Commenting on features they see in their school and school grounds on a walk around the respective places. -Asking and answering simple questions about the features of their school and school grounds. -Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. -Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.
	Knowledge	-To know that the 'UK' is short for the United Kingdom -To know that a country is a land or nation with its own government -To know the name of the country they live in.			-To know that an aerial photograph is a photograph taken from the air above. -To know that atlases give information about the world and that a map tells us information about a place. -To know that a map is a picture of a place, usually drawn from above. -To know that symbols are often used on maps to represent features. -To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards)

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Individual Liberty Pupils can express their opinions about places (e.g., what they like/dislike about their school or local area).	**L – Loving** Pupils will explore and appreciate their local environment and community, learning to respect places and people around them.	**Mrs. I. Thorneycroft** - supported design on school building and environment	aerial photograph, aerial view, atlas, city, country, *directional language**, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village*examples of directional language e.g. in front, behind	**Opportunities:** Local walk around the school, identifying landmarks, using maps and aerial photographs.

Oracy Opportunities	Before creating the final map: • Pupils take part in a class discussion (mini council) • Each child shares one improvement idea using a sentence stem • Class listens, discusses, and selects ideas					
Sentence Stems	**Opinion** I like this place because... I don't like this because... I think we should add... because... I agree with... because... I disagree with... because...	**Description / Explanation** I can see... This is a... because... It is near/far from... It has... and... When I look at this map, I see...	**Comparing** This place is the same because... This place is different because... They are both...	**Directional Language** It is next to... It is in front of... It is behind... Go left/right/forwards... It is near/far...	**Prediction / Improvement** I think this will be better because... I predict children will use this because... This will improve our playground because...	**Questioning** What is this? Why is this here? How can we improve this? Where is...?
End product	**Extended writing piece: To create a sketch map which demonstrates an improvement to our playground with a description of the improvements.**					

Progression of Knowledge and skills

YEAR 1		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Unit 2 What is the weather like in the UK?	Skills	-Showing on a map which continent they live in. -Locating the four countries of the United Kingdom (UK) on a map of this area. -Showing on a map which country they live in and locating its capital city.		-Describing how the weather changes with each season in the UK. -Describing the daily weather patterns in their locality. -Confidently using the vocabulary 'season' and 'weather'. -Recognising some physical features in their locality.	-Using an atlas to locate the UK. -Using an atlas to locate the four countries in the UK. -Using directional language to describe the location of objects in the classroom and playground. -Using directional language to describe features on a map in relation to other features (real or imaginary). -Responding to instructions using directional language to follow routes. -Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. -Recognising local landmarks on aerial photographs. -Using simple picture maps and plans to move around the school. -Asking questions about the world around them. -Commenting on the features they see in their school and school grounds on a walk around the respective places. -Asking and answering simple questions about the features of their school and school grounds. -Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
	Knowledge	-To know the name of two continents (Europe and Asia). -To know that a continent is a group of countries. -To know that they live in the continent of Europe. -To know that the 'UK' is short for the United Kingdom. -To know that a country is a land or nation with its own government. -To know that the United Kingdom is made up of four countries and their names. -To know the name of the country they live in.		-To know the four seasons of the UK. -To know that 'weather' refers to the conditions outside at a particular time. -To know that different parts of the UK often experience different weather. -To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. -To know that weather conditions can be measured and recorded.	-To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards). -To know that a compass is an instrument we can use to find which direction is north. -To know which direction is N, S, E, W on a map.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Mutual Respect and Tolerance Children learn that different parts of the UK experience different weather, and that people live differently depending on location.	**Loving** Pupils will explore the UK's geography and will promote respect for diversity in landscapes, climates and communities.	**Simon King –** Newsround weatherman	Atlas, autumn, direction, east, England, Europe, map, north, Northern Ireland, place, Scotland, season, south, spring, summer, United Kingdom, Wales, weather, west, winter	Watching weather forecasts from different parts of the UK.

Oracy Opportunities	• Children rehearse in pairs as weather presenters - One acts as the presenter, one as the map pointer • Class gives feedback using stems: *I liked the way you... Next time you could...*					
Sentence Stem	**Opinion** I like this weather because... I don't like this weather because... My favourite season is... because... I agree with... because... I disagree with... because...	**Description / Explanation** Today the weather is... I can see... The temperature feels... In winter/summer it is... The weather changes because...	**Comparing** The weather is the same because... The weather is different because... In England it is... but in Scotland it is... They are both...	**Directional / Map Language** It is in the north/south/east/west... It is near/far from... England is next to... Scotland is above...	**Prediction (forecast focus)** I think the weather will be... because... I predict it will... Tomorrow it might... because... The forecast says...	**Questioning** What is the weather like? Why is it raining/sunny? Where is it colder/warmer? How do we know the weather?
End product	**Create a weather forecast for their local area.**					

Progression of Knowledge and skills

YEAR 1		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Unit 3 What is it like to live in Shanghai?	Skills	-Locating two of the world's seven continents on a world map. -Locating two of the world's ocean (Atlantic Ocean and Pacific Ocean) on a world map. -Showing on a map which continent they live in.	-Naming some key similarities between their local area and a small area of a contrasting non-European country. -Naming some key differences between their local area and a small area of contrasting non-European country	-Recognising some key physical features in their locality. -Recognising some key human features in their locality.	-Using an atlas to locate the UK. -Using a world map and globe to locate four of the world's seven continents (Europe and Asia). -Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. -Using directional language to describe features on a map in relation to other features (real or imaginary). -Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. -Recognising local landmarks on aerial photographs. -Recognising basic human features on aerial photographs. -Recognising basic physical features on aerial photographs. -Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. -Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. -Adding labels to sketch maps. -Asking questions about the world around them. -Commenting on the features they see in their school and school grounds on a walk around the respective places. -Asking and answering simple questions about the features of their school and school grounds. -Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
	Knowledge	-To know the name of two continents (Europe and Asia). -To know that a continent is a group of countries. -To know that they live in the continent Europe. -To know that an ocean is a large body of water. -To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean). -To know that the UK is short for the United Kingdom. -To know that the United Kingdom is made up of four countries and their names. -To know the name of the country they live in.	-To know that life elsewhere in the world is often different to ours. -To know that life elsewhere in the world often has similarities to ours.	-To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.	-To know that an aerial photograph is a photograph taken from the air above. -To know that atlases give information about the world and that a map tells us information about a place. -To know that a map is a picture of a place, usually drawn from above. -To know that symbols are often used on maps to represent features. -To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards). -To know what a sketch map is. -To know that a compass is an instrument we can use to find which direction is north. -To know which direction is N, S, E, W on a map.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Mutual Respect and Tolerance of Different Cultures and Beliefs Children compare life in **Shanghai** with life in the UK and this supports understanding that people live differently across the world, but with similarities too.	**Loving** Children will learn about Shanghai and this helps pupils appreciate diversity, global communities and cultures. Children will learn how to value people from different countries and backgrounds.	**Xu Xiake** – explorer and geographer.	Continent, country, different, *directional language**, key, human feature, map, physical feature, similar, symbol	Video call with someone who lives in China.

Oracy Opportunities	**Role Play / Hot Seating** • One child acts as a child from Shanghai - Others ask questions about daily life					
Sentence Stems	**Opinion** I think living in Shanghai would be... because... I would/would not like to live there because... I agree with... because... I disagree with... because...	**Description / Explanation** I can see... There is/are... This is a... because... In Shanghai they have... In my area we have...	**Comparing** This is the same because... This is different because... In Shanghai... but in the UK... They are both...	**Map / Location Language** It is in Asia/Europe... It is near/far from... It is in the north/south/east/west... China is next to...	**Questioning** What is it like in Shanghai? Why is it different? How do people live there? What do people do there?	**Prediction / Imagination** I think it would feel... because... I predict life would be... If I lived there, I would... because...
End product	**Draw a simple map of Shanghai and label key features with sentences explaining what it is like to live there.** **Parent exhibition – invite parents in and display the work children have completed on this topic.**					

Progression of Knowledge and skills

YEAR 2	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Skills	-Locating all the world's seven continents on a world map.	-Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. -Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. - Describing what physical features may occur in a hot place in comparison to a cold place.	-Locating some hot and cold areas of the world on a world map. -Locating the Equator and North and South Poles on a world map. -Locating hot and cold areas of the world in relation to the Equator and the North and South poles.	-Using a world map, globe and atlas to locate all the world's seven continents on a world map. -Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
Knowledge	-To be able to name the seven continents of the world.	-To know some similarities and differences between their local area and a contrasting non-European country.	-To know that the Equator is an imaginary line around the middle of the Earth. -To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. -To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. -To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.	-Recognising human features on aerial photographs and plan perspectives. -Recognising physical features on aerial photographs and plan perspectives. -Recognising there are different ways to answer a question. -Asking and answering simple questions about human and physical features of the area surrounding their school grounds. -To know that a globe is a spherical model of the Earth. -To begin to recognise world maps as a flattened globe.

Unit 1
Would you prefer to live in a hot or cold place?

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Individual liberty Children discuss preferences and recognise that people make different choices about where and how they live.	**Unique** Children explore different places, climates and environments around the world, supporting the idea that people and places are different, but all are valuable.	**Felicity Aston** - first person to ski alone across Antarctica **Dervla Murphy** - travelled through hot desert regions and remote countries	Arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation, weather	Comparing clothes worn in hot vs cold countries. Looking at homes in deserts, rainforests or polar regions. Using google maps and alases to locate hot and cold regions.

Oracy Opportunities	**Hot v Cold – convince the class** - Choose hot or cold - Give at least two reasons using geography knowledge - Compare hot and cold places - Respond to someone else's idea (agree, disagree or build on) - Share your ideas clearly with the class					
Sentence Stems	**Opinion & Justification** I would prefer to live in a ___ place because... In my opinion, hot/cold places are better because... I agree with ___ because... I disagree with ___ because... I believe ___ is better because...	**Building on others ideas'** Building on what ___ said, I think... I would like to add that... Also, I think... because... That makes me think about...	**Comparing** They are different because hot places are ___ but cold places are ___. One similarity is... In hot places..., but in cold places... They are similar because...	**Explanation** Hot places are near the Equator, so... Cold places are near the North or South Pole, so... People wear ___ because... The weather is ___, so people... This place has ___ (desert/ice/forest), so...	**Prediction** I think it would feel... because... If I lived there, I would... I predict I would like/dislike it because...	**Questioning** Can you explain why...? What do you mean by...? Why do people live there if...?
End product	**Create a presentation justifying their choice on whether to live in a hot or cold place.**					

Progression of Knowledge and skills

YEAR 2		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 2 **Why is our world wonderful?**	**Skills**	-Locating all the world's seven continents on a world map. -Locating the world's five oceans on a world map. -Showing on a map the oceans nearest the continent they live in. -Confidently locating the capital cities of the four countries of the UK on a map of this area. -Identifying characteristics (both human and physical) of the four capital cities of the UK. -Showing on a map the city, town or village where they live in relation to their capital city.			-Recognising why maps need a title. -Using an atlas to locate the four capital cities of the UK. -Using a world map, globe and atlas to locate all the world's seven continents on a world map. -Using a world map, globe and atlas to locate the world's five oceans. -Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. -Using locational language and the compass points (N, S, E, W) to describe the route on a map. -Recognising landmarks of a city studied on aerial photographs and plan perspectives. -Recognising human features on aerial photographs and plan perspectives. -Recognising physical features on aerial photographs and plan perspectives. -Drawing a map and using class agreed symbols to make a simple key. -Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. -Finding a given OS symbol on a map with support. -Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field). -Using an aerial photograph to draw a simple sketch map using basic symbols for a key. -Recognising there are different ways to answer a question. -Discussing the features they see in the area surrounding their school when on a walk. -Asking and answering simple questions about human and physical features of the area surrounding their school grounds. -Classifying the features they notice into human and physical with teacher support. -Presenting data in simple tally charts or pictograms and commenting on what the data shows. -Asking and answering simple questions about data.
	Knowledge	-To be able to name the seven continents of the world. -To be able to name the five oceans of the world. -To name some characteristics of the four capital cities of the UK. -To know the four capital cities of the UK. -To know that a capital city is the city where a country's government is located.		-To know some key physical features of the UK. -To know some key human features of the UK.	-To begin to recognise world maps as a flattened globe. -To know that maps need a title and purpose. -To know that maps need a key to explain what the symbols and colours represent. -To know that a tally chart is a way of collecting data quickly.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Children share ideas and listen to others when discussing different places in the world. Provide opportunities for voting and sharing opinions.	**Empowered** Pupils use mapping skills independently to explore and understand the world.	**David Attenborough** Explores variety of different areas from around the world.	aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally chart, vegetation	Using different types of maps e.g. globe, atlases, google maps to locate different locations. Local walk to compare our local area to another city.

Oracy Opportunities	**Geography detectives: present your detective reports** - Explore clues (map, aerial photo, key facts) about a place - Identify where it is in the world - Describe human and physical features			- Decide why this place is wonderful - Work together to build ideas and agree on the best reasons - Present your findings to the class		
Sentence Stems	**Opinion** I think our world is wonderful because... My favourite place is... because... I agree with... because... I disagree with...because In my opinion...	**Description / explanation** This place is located in... It has ... which makes it special because... There are human features such as... There are physical features such as... I know this because...	**Comparing** This place is different because... This place is similar because... In ___ there is..., but in ___ there is... One similarity/difference is...	**Map / location language** It is in ___ (continent/country)... It is near/far from... It is north/south/east/west of... It is next to...	**Questioning** Why is this place special? What makes it wonderful? How is it different from where we live? What can you see on the map?	**Prediction / Imagination** I think it would feel like... because... If I visited there, I would... I predict I would like/dislike it because...
End product	**Create a map of the local area using keys.**					

Progression of Knowledge and skills

YEAR 2		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 3 What is it like to live by the coast?	Skills	-Locating the world's five oceans on a world map. -Showing on a map the oceans nearest the continent they live in. -Locating the surrounding seas and oceans of the UK on a map of this area.		-Describing the key physical features of a coast using subject specific vocabulary. -Describing and understanding the differences between a city, town and village. -Describing the key human features of a coastal town using subject specific vocabulary.	-Recognising why maps need a title. -Using an atlas to locate the four capital cities of the UK. -Using a world map, globe and atlas to locate all the world's seven continents on a world map. -Using a world map, globe and atlas to locate the world's five oceans. -Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. -Using locational language and the compass points (N, S, E, W) to describe the route on a map. -Using a map to follow a prepared route. -Recognising human features on aerial photographs and plan perspectives. -Recognising physical features on aerial photographs and plan perspectives. -Drawing a map and using class agreed symbols to make a simple key. -Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. -Finding a given OS symbol on a map with support. -Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field). -Using an aerial photograph to draw a simple sketch map using basic symbols for a key. -Recognising there are different ways to answer a question. -Discussing the features they see in the area surrounding their school when on a walk. -Asking and answering simple questions about human and physical features of the area surrounding their school grounds. -Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. -Classifying the features they notice into human and physical with teacher support. -Taking digital photographs of geographical features in the locality. -Making digital audio recordings when interviewing someone. -Presenting data in simple tally charts or pictograms and commenting on what the data shows. -Asking and answering simple questions about data.
	Knowledge	-To know that a sea is a body of water that is smaller than an ocean. -To know that there are four bodies of water surrounding the UK and to be able to name them.		-To know that coasts (and other physical features) change over time. -To know that a sea is a body of water that is smaller than an ocean. -To know some key human features of the UK.	-To begin to recognise world maps as a flattened globe. -To know that maps need a title and purpose. -To know that a tally chart is a way of collecting data quickly. -To know that a pictogram is a chart that uses pictures to show data.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Individual liberty - Children learn that people make choices about where and how they live	Loving Pupils can consider how coastlines should be cared for and why protecting natural habitats matters.	Steve Backshall	Arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village	Viewing live coastal webcams. Comparing live coastal webcams from different areas. Trip to the beach.

Oracy Opportunities	Life by the Coast: Should people live there? **Take on a role (e.g. a local resident, tourist or environmental protector). Discuss and present your opinion about what it is like to live by the coast and whether it is a good place to live.**					
Sentence stems	Opinion I think living by the coast is... because... In my opinion... I agree with... because... I disagree with... because...	Description / explanation The coast is... It has features such as... There are physical features like... There are human features like... This means that...	Comparing This is different from where I live because... One similarity/difference is... At the coast..., but where I live...	Map / locational language It is near the sea/ocean... It is on the coast of... It is north/south/east/west of... It is close to...	Questioning What is it like to live there? Why do people visit the coast? What problems might there be? How is it different from inland areas?	Prediction / Imagination I think it would feel like... because... If I lived there, I would... I predict that... would happen because...
End product	**Extended writing piece: Create a leaflet of what it is like to live by a coast. Parent exhibition – invite parents in and display the work children have completed on this topic.**					

Progression of Knowledge and skills

YEAR 3		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 1 Why do people live near volcanoes?	Skills	-Locating some countries in Europe and North and South America using maps. - Locating key physical features in countries studied including significant environmental regions. - Locating the world's most significant mountain ranges on a map and identifying any patterns. -Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.	- Describing how and why humans have responded in different ways to their local environments.	-Understanding some of the causes of climate change. -Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. -Describing where volcanoes, earthquakes and mountains are located globally. -Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	- Beginning to use maps at more than one scale. - Finding countries and features of countries in an atlas using contents and index. - Asking and answering one-step and two-step geographical questions. -Observing, recording, and naming geographical features in their local environments. -Using simple sampling techniques appropriately. - Taking digital photos and labelling or captioning them. - Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. - Finding answers to geographical questions through data.
	Knowledge	- To know the names of some countries and major cities in Europe and North and South America. -To know the names of some of the world's most significant mountain ranges. - To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. - To know the main types of land use. -To know some types of Settlement.	- To know the negative effects of living near a volcano. -To know the positive effects of living near a volcano. -To know the negative effects an earthquake can have on a community. -To know ways in which communities respond to earthquakes.	- To know the different types of mountains and volcanoes and how they are formed. -To know that an earthquake is the intense shaking of the ground. - To know the different types of settlement. - To know that a natural resource is something that people can use which comes from the natural environment.	- To recognise world maps as a flattened globe. - To know how to use various simple sampling techniques. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Rule of Law Children can learn why rules, evacuation plans and safety procedures exist to protect communities. Supports understanding of how governments and scientists work together to reduce risk.	**Empowered** Pupils learn how scientific and geographical knowledge helps people live safely in dangerous environments. Encourages children to see learning as a tool for solving real-world problems	**Professor Iain Stewart** – BBC clips	active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, minerals, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs	Virtual tour of Mount Vesuvius, mount etna or volcanoes along the ring of fire. Video clips of volcanic eruptions. Listen to the book escape from Pompeii

Oracy Opportunity	"Should people live near volcanoes?" – Structured Debate Pupils are placed in small groups (for / against / undecided). Each group prepares arguments using geographical knowledge: • Benefits (fertile soil, tourism, geothermal energy) Risks (eruption, ash clouds, earthquakes)					
Sentence stems	**Opinion** I agree with... because... I disagree with... because... In my opinion... My view is... I believe... because... I understand your point, however... I accept your idea but... Building on what you said...	**Description / Explanation** A volcano is... because... The main risk is... because... One advantage is... because... One disadvantage is... because... This is important because... This happens when... It affects people because...	**Comparing** Living near a volcano is similar to... because... It is different from... because... They are both... The difference is... One similarity is... One difference is...	**Cause and effect** This happens because... This leads to... As a result... This is caused by... This means that... Because of this...	**Prediction / improvement** I predict that... because... This is probable because... I think this will happen because... After an eruption, I think... This could improve by... In the future... might happen because...	**Questioning** Why do people live near volcanoes? What are the dangers? What are the benefits? How could people stay safe? What would happen if...? Have you considered...?
End product	**Extended writing piece: an explanation of the advantages and disadvantages of living near a volcano.**					

Progression of Knowledge and skills

YEAR 3		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 2 Who lives in Antarctica?	Skills	- Locating some countries in Europe and North and South America using maps. - Locating key physical features in countries studied including significant environmental regions. -Locating some key human features in countries studied. - Finding the position of the Equator and describing how this impacts our environmental regions. -Finding lines of latitude and longitude on a globe and explaining why these are important. -Identifying the position of the Tropics of Cancer and Capricorn and their significance. -Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. -Identifying the position and significance of both the Arctic and Antarctic Circle.	- Describing and beginning to explain the similarities between two regions studied. -Describing and beginning to explain differences between two regions studied. -Describing how and why humans have responded in different ways to their local environments. -Discussing climates and their impact on trade, land use and settlement. -Explaining what measures humans have taken in order to adapt to survive in cold places. -Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	- Describing where volcanoes, earthquakes and mountains are located globally. - Describing how humans use water in a variety of ways. -Describing and understanding types of settlement and land use. - Explaining why different locations have different human features. -Explaining why people might prefer to live in an urban or rural place.	- Beginning to use maps at more than one scale. -Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. -Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Finding countries and features of countries in an atlas using contents and index. -Zooming in and out of a digital map. - Accurately using 4-figure grid references to locate features on a map in regions studied. -Beginning to locate features using the 8 points of a compass. - Making and using a simple route on a map. - Observing, recording, and naming geographical features in their local environments.
	Knowledge	- To know where North and South America are on a world map. -To know the names of some countries and major cities in Europe and North and South America. - To know that climate zones are areas of the world with similar climates. -To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). -To know that biomes are areas of the world with similar climates, vegetation and animals. -To know the world's biomes. - To know the main types of land use. - To know that countries near the Equator have less seasonal change than those near the poles. -To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. -To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. - To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. -To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region, the countries with the hottest climates. -To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. -To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. -To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.		- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. -To know the world's biomes. -To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. -To know that climate zones are areas of the world with similar climates. -To know the world's different climate zones. - To know water is used by humans in a variety of ways. - To know that a natural resource is something that people can use which comes from the natural environment.	- To understand that a scale shows how much smaller a map is compared to real life. -To recognise world maps as a flattened globe. - To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Individual liberty Encourages thinking about: Personal choices, Exploration and curiosity Freedom to study and discover	Reflective Children will think about how people have had to adapt to survive in different climates.	Roald Amundsen	Climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty	Turn your classroom into the Antarctic for the day.

Progression of Knowledge and skills

	Oracy Opportunities	To present a survival expedition to Antarctica, explaining what equipment they would take, how they would survive the conditions, and justifying their choices using geographical vocabulary.					
	Sentence Stems	**Opinion** I agree with... because... I disagree with... because... In my opinion... My view is... I believe the most important thing is... because... I understand your point, however... I accept that..., but I think... Building on what you said...	**Description / Explanation** Antarctica is... because... The climate is... which means... People need... because... This is important for survival because... Humans adapt by... This helps people because... The environment is...	**Comparing** Antarctica is similar to... because... It is different from... because... They are both... The difference is... One similarity is... One difference is...	**Cause and effect** This happens because... This leads to... As a result... This is caused by... Because of the cold... This means that...	**Prediction / improvement** I predict that... because... This is probable because... I think people will need... because... In the future... might happen because... This could help people survive because... If this happened,... then...	**Questioning** Why is Antarctica so cold? How do people survive there? What do people need to live in Antarctica? What challenges do humans face? How do humans adapt to this environment? Have you considered...?
	End product	**Present what they would need to take to survive in Antarctic and the journey to get there.**					

Progression of Knowledge and skills

YEAR 3		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 3 **Are all settlements the same?**	Skills	- Locating some major cities of the countries studied. -Locating key physical features in countries studied including significant environmental regions. -Locating some key human features in countries studied. - Locating some counties in the UK (local to your school). -Locating some cities in the UK (local to your school). -Beginning to locate the twelve geographical regions of the UK. - Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. - Describing how a locality has changed over time, giving examples of both physical and human features.	- Describing and beginning to explain similarities between two regions studied. -Describing and beginning to explain differences between two regions studied. -Describing how and why humans have responded in different ways to their local environments. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. - Describing and understanding types of settlement and land use. -Explaining why a settlement and community has grown in a particular location. -Explaining why different locations have different human features. -Explaining why people might prefer to live in an urban or rural place.	- Beginning to use maps at more than one scale. -Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. -Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. -Using the scale bar on a map to estimate distances. -Finding countries and features of countries in an atlas using contents and index. -Zooming in and out of a digital map. -Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. - Using a simple key on their own map to show an example of both physical and human features. - Following a route on a map with some accuracy. -Saying which directions are N, S, E, W on an OS map. -Making and using a simple route on a map. -Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. -Beginning to choose the best approach to answer an enquiry question. -Mapping land use in a small local area using maps and plans. - Asking and answering one-step and two-step geographical questions. -Observing, recording, and naming geographical features in their local environments. - Taking digital photos and labelling or captioning them. - Finding answers to geographical questions through data collection.
	Knowledge	- To know the names of some of the world's most significant rivers. - To know the name of some counties in the UK (local to your school). -To know the name of some cities in the UK (local to your school). -To know the name of the county that they live in and their closest city. -To begin to name the twelve geographical regions of the UK. -To know the main types of land use. -To know some types of settlement.		- To know the main types of land use. -To know the different types of settlement. -To know water is used by humans in a variety of ways. -To know an urban place is somewhere near a town or city. -To know a rural place is somewhere near the countryside. -To know that a natural resource is something that people can use which comes from the natural environment. - To know the UK grows food locally and imports food from other countries.	- To understand that a scale shows how much smaller a map is compared to real life. - To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. -To know that an OS map shows human and physical features as symbols. - To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). -To know an enquiry-based question has an open-ended answer found by research. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Local councils making decisions about land use and developments. Communities having a say in changes to settlements	**Unique** Children will explore the differences between two areas and compare human and physical geographic features.	**George Clark** – architect and TV host.	agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation	Local area walk. Design your own settlement area and demonstrate it with a map.

Oracy Opportunities	To work in groups to **design their own settlement and present their ideas**, explaining the location, features, and why people would live there, using geographical vocabulary and oracy skills.					
Sentence Stems	**Opinion** I agree with... because... I disagree with... because... In my opinion... My view is...	**Description / explanation** A settlement is... because... An urban area is... A rural area is... This place has... which means...	**Comparing** An urban area is similar to... because... It is different from... because... They are both...	**Cause and effect** This happens because... This leads to... As a result...	**Prediction / improvement** I predict that... because... This is probable because... I think this area will change because...	**Questioning** Why do people live in different settlements? What makes a good place to live?

Progression of Knowledge and skills

		I believe this settlement is better because... I understand your point, however... I accept that..., but I think... Building on what you said...	People live here because... This is important because... The main features are...	The difference is... One similarity is... One difference is...	This is caused by... Because of this... This means that...	In the future... might happen because... This could improve by... This would make the settlement better because...	What are the advantages of this area? What are the disadvantages? How could this area be improved? Have you considered...?
	End product	**Create a simple map comparing two settlements (e.g. a village and a city, or local area vs another UK place).** **Parent exhibition – invite parents in and display the work children have completed on this topic.**					

Progression of Knowledge and skills

YEAR 4		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 1 Why are rainforests important to us?	Skills	- Locating some countries in Europe and North and South America using maps. - Locating key physical features in countries studied including significant environmental regions. -Locating some key human features in countries studied. - Locating some of the world's most significant rivers and identifying any patterns. - Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. -Identifying how topographical features studied have changed over time using examples. -Describing how a locality has changed over time, giving examples of both physical and human features. -Finding the position of the Equator and describing how this impacts our environmental regions. -Finding lines of latitude and longitude on a globe and explaining why these are important. -Identifying the position of the Tropics of Cancer and Capricorn and their significance.	- Describing and beginning to explain similarities between two regions studied. -Describing and beginning to explain differences between two regions studied. - Describing how and why humans have responded in different ways to their local environments. - Discussing climates and their impact on trade, land use and settlement. -Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	- Mapping and labelling the six biomes on a world map. -Understanding some of the causes of climate change. -Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. -Describing how humans use water in a variety of ways. -Describing and understanding types of settlement and land use. -Explaining why a settlement and community has grown in a particular location. -Describing how humans can impact the environment both positively and negatively, using examples.	-Beginning to use maps at more than one scale. -Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. -Finding countries and features of countries in an atlas using contents and index. -Making and using a simple route on a map. -Beginning to choose the best approach to answer an enquiry question. -Mapping land use in a small local area using maps and plans. -Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. -Asking and answering one-step and two-step geographical questions. -Observing, recording, and naming geographical features in their local environments. -Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. -Collecting quantitative data in charts and graphs. -Using a questionnaire/interview to collect qualitative fieldwork data. -Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. -Suggesting different ways that a locality could be changed and improved. -Finding answers to geographical questions through data collection.
	Knowledge	- To know where North and South America are on a world map. -To know the names of some countries and major cities in Europe and North and South America. - To know the names of some of the world's most significant rivers. - To know that climate zones are areas of the world with similar climates. -To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). -To know that biomes are areas of the world with similar climates, vegetation and animals. -To know the world's biomes. -To know vegetation belts are areas of the world which are home to similar plant species. -To know the name of some counties in the UK (local to your school). - To know the main types of land use. - To know that countries near the Equator have less seasonal change than those near the poles. -To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. - To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. -To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.		-To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. -To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. -To know the world's biomes. -To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. -To know that climate zones are areas of the world with similar climates. -To know the world's different climate zones. -To know that climates can influence the foods able to grow. -To know the main types of land use. -To know that a natural resource is something that people can use which comes from the natural environment. -To know the threats to the rainforest both on a local and global scale.	-To recognise world maps as a flattened globe. -To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. -To know that an OS map shows human and physical features as symbols. -To know an enquiry-based question has an open-ended answer found by research. -To know what a questionnaire and an interview are. -To know that quantitative data involves numerical facts and figures and is often objective. -To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. -To know that qualitative data involves opinions, thoughts and feelings and is often subjective. -To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Progression of Knowledge and skills

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Rule of law Protecting rainforests and helping children understand laws are needed to protect wildlife and nature.	**Reflective** Encourages children to think about how humans have endangered wildlife and how we must reflect to improve it and protect it moving forward.	**Greta Thunberg**	Analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts	Use google earth to travel to the Amazon rainforests. Create a sensory immersion with leaves / plants, rainforest sounds, different animals.

Oracy Opportunities	To work in groups to **create and present an action plan to protect rainforests**, explaining why they are important and what should be done to reduce deforestation, using geographical vocabulary and oracy skills.					
Sentence Stems	**Opinion** I agree with... because... I disagree with... because... In my opinion... My view is... I believe rainforests are important because... I understand your point, however... I appreciate that..., but I think... Building on what you said	**Description / explanation** A rainforest is... because... The climate is... which means... Rainforests are important because... One reason is... This is important because... Animals and plants depend on... This helps the environment because...	**Comparing** A rainforest is similar to... because... It is different from... because... They are both... The difference is... One similarity is... One difference is...	**Cause and effect** This happens because... This leads to... As a result... This is caused by... Because of deforestation... This means that...	**Prediction / improvement** I predict that... because... This is probable because... If deforestation continues,... In the future... might happen because... This could be improved by... This would help protect rainforests because...	**Questioning** Why are rainforests important? What happens if rainforests are destroyed? How do people use rainforests? What are the benefits of rainforests? How can we protect rainforests? Have you considered...?
End product	**Create an action plan on how to protect the local forest area.**					

Progression of Knowledge and skills

YEAR 4		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 2 Where does our food come from?	Skills	-Locating some major cities of the countries studied. -Locating key physical features in countries studied including significant environmental regions. -Locating some key human features in countries studied. -Finding the position of the Equator and describing how this impacts our environmental regions. -Identifying the position of the Tropics of Cancer and Capricorn and their significance. -Identifying the position and significance of both the Arctic and Antarctic Circle.	-Describing and beginning to explain similarities between two regions studied. -Describing and beginning to explain differences between two regions studied. -Describing how and why humans have responded in different ways to their local environments. -Discussing climates and their impact on trade, land use and settlement. -Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	-Mapping and labelling the six biomes on a world map. -Understanding some of the causes of climate change. -Describing and understanding types of settlement and land use. -Explaining why a settlement and community has grown in a particular location. -Explaining why different locations have different human features. -Explaining why people might prefer to live in an urban or rural place. -Describing how humans can impact the environment both positively and negatively, using examples.	-Beginning to use maps at more than one scale. -Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. -Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. -Using the scale bar on a map to estimate distances. -Finding countries and features of countries in an atlas using contents and index. -Beginning to choose the best approach to answer an enquiry question. -Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. -Asking and answering one-step and two-step geographical questions. -Making digital audio recordings for a specific purpose. -Designing a questionnaire/interview to collect qualitative fieldwork data. -Using a questionnaire/interview to collect qualitative fieldwork data. -Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. -Finding answers to geographical questions through data collection.
	Knowledge	-To know where North and South America are on a world map. -To know that climate zones are areas of the world with similar climates. -To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). -To know that biomes are areas of the world with similar climates, vegetation and animals. -To know the world's biomes. -To know vegetation belts are areas of the world which are home to similar plant species. -To know the main types of land use. -To know that countries near the Equator have less seasonal change than those near the poles. -To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. -To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. -To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. -To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region, the countries with the hottest climates. -To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.		-To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. -To know the world's biomes. -To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. -To know that climate zones are areas of the world with similar climates. -To know the world's different climate zones. -To know that climates can influence the foods able to grow. -To know the main types of land use. -To know that a natural resource is something that people can use which comes from the natural environment. -To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. -To know the UK grows food locally and imports food from other countries.	-To know that grid references help us locate a particular square on a map. -To know an enquiry-based question has an open-ended answer found by research. -To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. -To know that qualitative data involves opinions, thoughts and feelings and is often subjective.

Progression of Knowledge and skills

	British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
	Individual liberty Links to the choices people make about where they eat, where they get their food from, what they eat. **Rule of law** - Links to fair trade.	**Empowered** Helps children make informed decisions about their food choices.	**Jimmy Doherty** – Jimmy's farm.	air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend	Making chocolate.

Oracy Opportunities	To take part in a **structured discussion and present a balanced argument** about whether it is better to consume local or imported food, justifying their decision using geographical vocabulary and evidence.					
Sentence Stems	**Opinions** I would argue that... One reason for this is... I have a different opinion because... Another point to consider is... I'm convinced that... I partly agree, but... That may be true, however... I'd like to add that...	**Explanation** This food is produced by... It is grown or made in... The journey starts in... This process involves... Producers need... This shows that... This explains why...	**Comparison** One similarity is... One difference is... This is similar to... because... This is different from... because... Both examples show... However, they differ because...	**Cause and effect** One effect of this is... This creates a problem because... This has an impact on... Because of this,... This can result in... A consequence of importing food is...	**Prediction** It is likely that... This might change because... In the future... could happen... This could lead to... A possible outcome is... This may improve if...	**Questioning** What evidence supports this idea? How does this affect people or the environment? What might happen if this continues? Why is this happening? Is there another option? What else should we consider?
End product	**Extended writing piece: A balanced argument to decide on whether it is better to consume local or imported food.**					

Progression of Knowledge and skills

YEAR 4		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 3 What are rivers and how are they used?	Skills	-Locating some countries in Europe and North and South America using maps. -Locating some major cities of the countries studied. -Locating key physical features in countries studied including significant environmental regions. -Locating the world's most significant mountain ranges on a map and identifying any patterns. -Locating some of the world's most significant rivers and identifying any patterns. -Locating some cities in the UK (local to your school). -Beginning to locate the twelve geographical regions of the UK. -Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.	-Describing how and why humans have responded in different ways to their local environments.	-Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. -Describing where volcanoes, earthquakes and mountains are located globally. -Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. -Describing how humans use water in a variety of ways. -Describing and understanding types of settlement and land use. -Explaining why a settlement and community has grown in a particular location. -Explaining why different locations have different human features.	-Beginning to use maps at more than one scale. -Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. -Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. -Finding countries and features of countries in an atlas using contents and index. -Zooming in and out of a digital map. -Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. -Accurately using 4-figure grid references to locate features on a map in regions studied. -Beginning to locate features using the 8 points of a compass. -Using a simple key on their own map to show an example of both physical and human features. -Following a route on a map with some accuracy. -Saying which directions are N, S, E, W on an OS map. -Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. -Beginning to choose the best approach to answer an enquiry question. -Mapping land use in a small local area using maps and plans. -Asking and answering one-step and two-step geographical questions. -Observing, recording, and naming geographical features in their local environments. -Taking digital photos and labelling or captioning them. -Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. -Beginning to use a simplified Likert Scale to record their judgements of environmental quality. -Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. -Suggesting different ways that a locality could be changed and improved. -Finding answers to geographical questions through data collection.
	Knowledge	-To know where North and South America are on a world map. -To know the names of some of the world's most significant mountain ranges. -To know the names of some of the world's most significant rivers. -To know the name of some counties in the UK (local to your school). -To know the name of some cities in the UK (local to your school). -To know the name of the county that they live in and their closest city. -To begin to name the twelve geographical regions of the UK. -To know the main types of land use. -To know some types of settlement.		-To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. -To know the courses and key features of a river. -To know the different types of mountains and volcanoes and how they are formed. -To know the main types of land use. -To know the different types of settlement.* -To know water is used by humans in a variety of ways. -To know an urban place is somewhere near a town or city. -To know a rural place is somewhere near the countryside. -To know that a natural resource is something that people can use which comes from the natural environment. -To know the UK grows food locally and imports food from other countries.	-To understand that a scale shows how much smaller a map is compared to real life. -To recognise world maps as a flattened globe. -To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. -To know that an OS map shows human and physical features as symbols. -To know that grid references help us locate a particular square on a map. -To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. -To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). -To know an enquiry-based question has an open-ended answer found by research. -To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. -To know a Likert scale is used to record people's feelings and attitudes. -To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Progression of Knowledge and skills

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Rule of law Children understand laws that are put in place to protect and preserve rivers.	**Reflective** Children reflect on how rivers have been damaged and polluted in the past and how to improve this to ensure they are protected.	**Monty Halls** – marine biologist "The fisherman's apprentice" episode	Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall	Fieldwork – Carding Mill Valley

Oracy Opportunities	To work in groups to **plan and present how a river is used and managed**, explaining its features, uses and impacts on people and the environment using geographical vocabulary and oracy skills.					
Sentence Stems	**Opinion** I think the most important use of a river is... One idea is that... I would suggest... Another opinion could be... I can see both sides, but... I would choose... because... This seems important because... From what I know,...	**Explanation** Rivers are used for... Water moves from... to... This happens when... The river flows through... People use rivers to... This helps because... This is known as...	**Compare and contrast** In one place..., but in another... This example shows..., whereas... These are similar because... A key difference is... Compared to..., this is... On the other hand,...	**Cause and effect** This can cause... This means that... One result is... When this happens,... This can lead to flooding because... This affects people by...	**Prediction** Over time,... may happen This could lead to... It is possible that... In the future, rivers might... This might change if... A likely result would be...	**Questioning** How are rivers used by people? Why do rivers change over time? What problems can rivers cause? How do rivers affect the land? What could be done to manage rivers better? What evidence supports this idea?
End product	**Annotated river diagram.** **Parent exhibition – invite parents in and display the work children have completed on this topic.**					

Progression of Knowledge and skills

YEAR 5		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 1 What is life like in the Alps?	Skills	-Locating more countries in Europe and North and South America using maps. -Locating major cities of the countries studied. -Locating some key physical features in countries studied on a map. -Locating key human features in countries studied. -Identifying significant environmental regions on a map. -Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. -Explaining why a locality has changed over time, giving examples of both physical and human features. -Using longitude and latitude when referencing location in an atlas or on a globe.	-Describing and explaining similarities between two environmental regions studied. -Describing and explaining differences between two environmental regions studied. -Understanding how climates impact on trade, land use and settlement.	-Describing and understanding the key aspects of the six biomes. -Describing and understanding the key aspects of the six climate zones. -Understanding some of the impacts and causes of climate change. -Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. -Recognising geographical issues affecting people in different places and environments. -Describing and explaining how humans can impact the environment both positively and negatively, using examples.	-Confidently using and understanding maps at more than one scale. -Using atlases, maps, globes and digital mapping to locate countries studied. -Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. -Using the scale bar on a map to calculate distances. -Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. -Following a short pre-prepared route on an OS map. -Choosing the best approach to answering an enquiry question. -Making sketch maps of areas studied including labels and keys where necessary. -Selecting appropriate methods for data collection. -Designing interviews/questionnaires to collect qualitative data. -Conducting interviews/questionnaires to collect qualitative data. -Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. -Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
	Knowledge	-To know the name of many countries and major cities in Europe and North and South America. -To know the location of key physical features in countries studied.	-To know some similarities and differences between the UK and a European mountain region. -To know why tourists visit mountain regions.	-To know vegetation belts are areas of the world that are home to similar plant species. -To name and describe some of the world's vegetation belts.	-To be aware of some issues in the local area. -To know what a range of data collection methods look like. -To know how to use a range of data collection methods.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Individual liberty People in the Alps make choices about where and how they live (e.g. farming, tourism, living in remote mountain villages). Pupils explore how environment influences lifestyle but people still have freedom to choose jobs and ways of living.	**Unique** Looking at how people who live in different areas need different resources to support their way of life.	**Kenton Cool** – British mountaineer who has explored the alps.	Atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate, temperate forest, tourism, tourist, vegetation	Travel to the Alps using google earth. Videos of cable cars, skiing villages, mountain farming.

Oracy Opportunities	To work in groups to **discuss and reach a shared judgement** about whether life in the Alps is better than life in the UK, considering advantages, challenges and different viewpoints, using geographical vocabulary to justify their ideas.					
Sentence Stems	**Opinion** I would suggest that... A strong argument is... From my perspective,... It seems likely that... One viewpoint could be... I can see this idea, yet... I would challenge this because... Overall, I think...	**Explanation** Life in the Alps involves... This environment is influenced by... People adapt by... The climate affects... This occurs due to... A key feature is... This shows that...	**Comparison** In contrast to the UK,... A key difference is... Similarly,... This compares to... Both locations have... However, one difference is...	**Cause and effect** This results in... Due to this,... This affects people by... One consequence is... This influences how people... As a result,...	**Prediction** This is likely to change because... In the future,... may... A possible outcome is... This could lead to... It is expected that... This may develop if...	**Questioning** Why do people choose to live in the Alps? How does the environment affect daily life? What are the biggest challenges? What benefits does this location offer? How does tourism impact the area? What evidence supports this idea?
End product	**Create an advert to persuade someone to visit the alps.**					

Progression of Knowledge and skills

YEAR 5		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 2 Why do oceans matter?	Skills	-Locating major cities of the countries studied. -Locating some key physical features in countries studied on a map. -Locating key human features in countries studied. -Identifying significant environmental regions on a map. -Identifying key physical and human characteristics of the geographical regions in the UK. -Explaining why a locality has changed over time, giving examples of both physical and human features.	-Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. -Understanding how climates impact on trade, land use and settlement. -Using maps to explore wider global trading routes.	-Describing and understanding the key aspects of the six climate zones. -Understanding some of the impacts and causes of climate change. -Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. -Describing and understanding economic activity, including trade links. -Recognising geographical issues affecting people in different places and environments. -Describing and explaining how humans can impact the environment both positively and negatively, using examples.	-Confidently using and understanding maps at more than one scale. -Using atlases, maps, globes and digital mapping to locate countries studied. - atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. -Using the scale bar on a map to calculate distances. -Beginning to use thematic maps to recognise and describe human and physical features studied. -Selecting a map for a specific purpose. -Choosing the best approach to answering an enquiry question. -Making sketch maps of areas studied including labels and keys where necessary. -Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. -Selecting appropriate methods for data collection. -Beginning to use standard field sampling techniques appropriately. -Using GIS (Geographical Information Systems) to plot data sets. -Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. -Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. -Evaluating evidence collected and suggesting ways to improve this. -Analysing quantitative data in pie charts, line graphs and graphs with two variables.
	Knowledge	-To know the location of key physical features in countries studied.		-To know why the ocean is important. -To know some positive impacts of humans on the environment. -To know some negative impacts of humans on the environment.	-To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. -To know that a pie chart can represent a fraction or percentage of a whole set of data. -To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Rule of law Links to laws that protect oceans (e.g. fishing limits, pollution laws, marine protection zones). Helps pupils understand why rules are needed to: Protect marine life Prevent pollution Keep oceans sustainable for future use	Empowered Encourages children to feel they can: Make informed choices (e.g. reducing plastic use) Understand global issues like pollution and climate change	Lizzie Daley – wildlife biologist "Meet the host" National geographic – Coral reef ocean explorer episode.	Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle	Ocean rescue mission: Walk into the classroom to find: A "polluted ocean" scene (blue fabric, plastic bottles, nets, rubbish scattered) A message from a marine explorer: *"The ocean is in danger – we need your help to save it!"* Explore the "ocean" and identify: Types of pollution What might have caused it Sort items into: Safe for oceans / Harmful

Progression of Knowledge and skills

	Oracy Opportunities	To work in groups to **discuss and agree on the most effective ways to protect oceans**, considering different viewpoints and solutions, and justifying their decisions using geographical knowledge and evidence.					
	Sentence Stems	**Opinion** I would argue that the most effective solution is... One option we should consider is... My reasoning for this is... I take a different position because... A stronger approach might be... I agree to some extent, however... I would prioritise... My conclusion is...	**Explanation** Oceans play a key role in... This system supports... Marine environments depend on... This issue happens when... Human actions include... This highlights that... This demonstrates how...	**Comparison** One approach is..., whereas another is... Compared to..., this method... Both solutions aim to... A key difference between these is... This is more effective than... because... In contrast,...	**Cause and effect** This contributes to... One major impact is... This results in damage to... Because of human activity,... This creates long-term effects such as... This directly affects...	**Prediction** If this continues,... This could result in... In the future, oceans may... This is likely to lead to... A possible consequence is... This situation might improve if...	**Questioning** What is the biggest threat to oceans? Why is this problem increasing? Who is responsible for solving this issue? What actions would be most effective? How can individuals make a difference? What evidence supports this solution?
	End product	**Write a letter to the local MP presenting findings on how littered our marine environment is. Persuasive letter.**					

Progression of Knowledge and skills

YEAR 5		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 3 Would you like to live in the desert?	Skills	-Locating more countries in Europe and North and South America using maps. -Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. -Locating key human features in countries studied. -Identifying significant environmental regions on a map. -Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. -Locating the twelve geographical regions of the UK. -Understanding how land use has changed over time using examples. -Explaining why a locality has changed over time, giving examples of both physical and human features. -Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. -Using longitude and latitude when referencing location in an atlas or on a globe.	-Describing and explaining similarities between two environmental regions studied. -Describing and explaining differences between two environmental regions studied. -Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. -Understanding how climates impact on trade, land use and settlement. -Explaining how humans have used desert environments.	-Describing and understanding the key aspects of the six biomes. -Describing and understanding the key aspects of the six climate zones. -Understanding some of the impacts and causes of climate change. -Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. -Describing and understanding economic activity, including trade links. -Describing the 'push' and 'pull' factors that people may consider when migrating. -Understanding the distribution of natural resources both globally and within a specific region or country studied. -Recognising geographical issues effecting people in different places and environments. -Describing and explaining how humans can impact the environment both positively and negatively, using examples.	-Confidently using and understanding maps at more than one scale. -Using atlases, maps, globes and digital mapping to locate countries studied. -Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. -Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). -Using models and maps to talk about contours and slopes. -Interpreting and using real-time/live data. -Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. -Analysing quantitative data in pie charts, line graphs and graphs with two variables.
	Knowledge	-To know the name of many countries and major cities in Europe and North and South America. -To know the location of key physical features in countries studied. -To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* -To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.		-To know vegetation belts are areas of the world that are home to similar plant species. -To name and describe some of the world's vegetation belts. -To know which factors are considered before people build settlements. -To know that natural resources can be used to make energy. -To know some negative impacts of humans on the environment.	-To know that contours on a map show height and slope. -To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. -To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. -To know that a pie chart can represent a fraction or percentage of a whole set of data. -To know a line graph can represent variables over time.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Links to how decisions are made about: Water use Land use in deserts Protecting resources like oil, farmland and settlements. Pupils can explore how communities decide how to share limited resources.	Positive Living in a desert requires resilience and perseverance: Extreme heat Limited water Harsh environments Pupils learn how people adapt and overcome challenges	Levison Wood – explorer Has travelled through the desert regions, including the Sahara.	Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather	Explore images and videos of real deserts: sand dunes, camels, oasis, villages Explore different resources: loose clothing. Depending on weather: dress like you live in a desert for the day – ensure focusing on weather to ensure cultural appropriation.

Progression of Knowledge and skills

	Oracy Opportunities	To work in groups to **debate and reach a justified decision about whether deserts are suitable places for people to live**, considering opportunities, challenges and how humans adapt to extreme environments, using geographical vocabulary and evidence.					
	Sentence Stems	**Opinions** I would favour the idea that... A key point in my view is... I am leaning towards... because... One argument worth considering is... I can accept that..., yet... I would question this idea because... My overall judgement is... I would recommend...	**Explanation** Desert environments are characterised by... This condition is caused by... People survive by... A typical feature is... This shows how people adapt by... Resources are used in order to... This highlights the fact that...	**Comparison** Compared with other environments,... A noticeable difference is... This has similarities with... In contrast,... Both environments include... However, they vary because...	**Cause and effect** This creates challenges such as... This leads directly to... One impact of this is... As a consequence,... This influences how people... Because of limited resources,...	**Prediction** This environment may become... In the future It is possible that people will... This could result in... A future development might be... This is likely to happen if... Conditions may improve if...	**Questioning** Why do people choose to live in deserts? What strategies help people survive? What are the biggest limitations? How do humans adapt to extreme climates? What are the advantages of living there? What evidence supports this decision?
	End product	**Extended writing piece: Create an explanation on the advantages and disadvantages of living in a desert, justifying whether they would like to live there or not. Parent exhibition – invite parents in and display the work children have completed on this topic.**					

Progression of Knowledge and skills

YEAR 6		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 1 **Why does population change?**	**Skills**	-Locating more countries in Europe and North and South America using maps. -Locating key human features in countries studied. -Locating counties in the UK. -Locating the twelve geographical regions of the UK. -Identifying key physical and human characteristics of the geographical regions in the UK. -Explaining why a locality has changed over time, giving examples of both physical and human features.	-Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. -Understanding how climates impact on trade, land use and settlement.	-Understanding some of the impacts and causes of climate change. -Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. -Describing and understanding economic activity, including trade links. -Suggesting reasons why the global population has grown significantly in the last 70 years. -Describing the 'push' and 'pull' factors that people may consider when migrating. -Recognising geographical issues affecting people in different places and environments. -Describing and explaining how humans can impact the environment both positively and negatively, using examples.	-Confidently using and understanding maps at more than one scale. -Using atlases, maps, globes and digital mapping to locate countries studied. -Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. -Beginning to use thematic maps to recognise and describe human and physical features studied. -Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. -Confidently locating features using the 8 points of a compass. -Following a short pre-prepared route on an OS map. -Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. -Developing their own enquiry questions. -Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. -Beginning to use standard field sampling techniques appropriately. -Using GIS (Geographical Information Systems) to plot data sets. -Using a simplified Likert Scale to record their judgements of environmental quality. -Conducting interviews/questionnaires to collect qualitative data. -Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. -Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. -Evaluating evidence collected and suggesting ways to improve this. -Analysing quantitative data in pie charts, line graphs and graphs with two variables.
	Knowledge	-To know the name of many countries and major cities in Europe and North and South America. -To know the name of many counties in the UK. -To know the name of many cities in the UK. -To confidently name the twelve geographical regions of the UK. -To know that London and the South East regions have the largest population in the UK.		-To know the global population has grown significantly since the 1950s. -To know which factors are considered before people build settlements. -To know migration is the movement of people from one country to another. -To know some negative impacts of humans on the environment.	-To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. -To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. -To know that a pie chart can represent a fraction or percentage of a whole set of data. -To be aware of some issues in the local area. -To know what a range of data collection methods look like. -To know how to use a range of data collection methods.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Links to how decisions are made about: Housing, Jobs Services (schools, hospitals) as populations grow or move	Reflective Pupils consider: Why people move (push/pull factors), The impacts of population growth/change Encourages thinking about: What works well in places, What could be improved	Hans Rosling – global population expert	air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary	Create a simple class population survey: Where families were born, Languages spoken, Places visited or lived Display results on: A class map, Simple charts or pictograms, Children could also take this survey across the school.

Progression of Knowledge and skills

	Oracy Opportunities	To work in groups to **discuss and reach a justified conclusion about the causes and effects of population change**, evaluating whether population growth and migration have a positive or negative impact on places and people, using evidence and geographical reasoning.					
	Sentence Stems	**Opinions** I would justify the idea that... A key argument to consider is... I am persuaded that... My interpretation is that... I would refine that idea by saying... I see some limitations in this view because... I would prioritise... My final judgement would be...	**Explanation** Population change occurs when... Migration happens as a result of... Push factors include... Pull factors attract people because... This trend can be explained by... A contributing factor is... This demonstrates how...	**Comparison** In comparison with..., this region... A notable contrast is... This pattern is similar to... However, this differs because... Both examples illustrate... On balance, one key difference is...	**Cause and effect** This drives population change because... One major consequence is... This places pressure on... This can result in... As a direct outcome,... This shapes how places develop because...	**Prediction** If current trends continue,... This is expected to result in... In the long term,... may occur A future implication could be:.. This is likely to increase/decrease because... This could be prevented if...	**Questioning** What are the main causes of population change? Why do people migrate between places? What are the impacts of population growth? Who benefits and who is affected? How might this change in the future? What evidence supports this conclusion?
	End product	Become a news reporter / podcast on the negative impacts population change has to our environment.					

Progression of Knowledge and skills

YEAR 6		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 2 Where does our energy come from?	Skills	-Locating more countries in Europe and North and South America using maps. -Locating major cities of the countries studied. -Locating some key physical features in countries studied on a map. -Locating key human features in countries studied. -Locating many cities in the UK. -Identifying key physical and human characteristics of the geographical regions in the UK. -Understanding how land use has changed over time using examples. -Explaining why a locality has changed over time, giving examples of both physical and human features. -Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. -Using longitude and latitude when referencing location in an atlas or on a globe.	-Describing and explaining similarities between two environmental regions studied. -Describing and explaining differences between two environmental regions studied. -Understanding how climates impact on trade, land use and settlement. -Using maps to explore wider global trading routes.	-Understanding some of the impacts and causes of climate change. -Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. -Describing and understanding economic activity, including trade links. -Suggesting reasons why the global population has grown significantly in the last 70 years. -Understanding the distribution of natural resources both globally and within a specific region or country studied. -Recognising geographical issues affecting people in different places and environments. -Describing and explaining how humans can impact the environment both positively and negatively, using examples.	-Confidently using and understanding maps at more than one scale. -Using atlases, maps, globes and digital mapping to locate countries studied. -Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. -Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). -Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. -Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. -Using models and maps to talk about contours and slopes. -Selecting a map for a specific purpose. -Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. -Accurately using four and six-figure grid references to locate features on a map in regions studied. -Making sketch maps of areas studied including labels and keys where necessary. -Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. -Selecting appropriate methods for data collection. -Designing interviews/questionnaires to collect qualitative data. -Conducting interviews/questionnaires to collect qualitative data. -Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. -Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
	Knowledge	-To know the name of many countries and major cities in Europe and North and South America. -To know the name of many cities in the UK. -To know the Prime/Greenwich Meridien is a line of longitude which goes through 0°and determines the start of the world's time zones.		-To know that natural resources can be used to make energy. -To know some positive impacts of humans on the environment. -To know some negative impacts of humans on the environment.	-To know that contours on a map show height and slope. -To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. -To know what a range of data collection methods look like. -To know how to use a range of data collection methods.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Mutual respect: People and countries have different attitudes to energy use (e.g. renewable vs fossil fuels). Encourages pupils to understand that: Not all countries use energy in the same way Different communities have different priorities and challenges **Individual liberty** Links to choices about energy use: Saving electricity Choosing renewable options Helps children see they can make responsible personal choices	**Empowered** Pupils gain knowledge about: Renewable and non-renewable energy How energy affects the environment Encourages children to feel they can: Make informed choices about energy use Understand how their actions impact the planet	**Ben Fogle** – sustainability speaker.	Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, windpower, six-figure grid reference	Build your own energy lab: Mini Energy Stations Wind Energy Use paper and straws to make simple wind turbines Test them using a fan or blowing air

Progression of Knowledge and skills

	Oracy Opportunities	To work in groups to **discuss and agree on the most sustainable way to produce energy for the future**, evaluating different energy sources and justifying their decision using geographical knowledge, evidence and reasoning.					
	Sentence Stems	**Opinion** I would advocate for... A more effective choice would be... I am inclined to support... One convincing argument is... I can see the benefits, although... I would dispute this idea because... My preferred option would be... Taking everything into account,...	**Explanation** Energy is generated through... This method relies on... Renewable energy works by... Non-renewable sources involve... This process requires... This highlights the importance of... This explains how energy is supplied to...	**Comparison** Compared with fossil fuels,... A clear difference between these sources is... This option is more sustainable than... Both energy sources provide... However, they vary in terms of... In contrast,...	**Cause and effect** This contributes to environmental issues such as... This reduces/increases... One major impact is... This results in emissions because... As a consequence of using this energy,... This affects the planet by...	**Prediction** In the future, energy use may... This trend is likely to continue because... This could result in... A long-term effect might be... This approach may become more common if... This could solve the problem of...	**Questioning** Which energy source is most sustainable? What are the long-term impacts of this energy type? Why do some countries rely on fossil fuels? How can renewable energy be improved? Who should be responsible for energy choices? What evidence supports this solution?
	End product	**Present to SLT proposal for solar panels and why they would be beneficial.**					

Progression of Knowledge and skills

YEAR 6		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Unit 3 **Can I carry out an independent fieldwork enquiry?**	Skills	-Locating major cities of the countries studied. -Locating some key physical features in countries studied on a map. -Locating key human features in countries studied. -Locating many cities in the UK. -Locating the twelve geographical regions of the UK. -Identifying key physical and human characteristics of the geographical regions in the UK.		-Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. -Recognising geographical issues affecting people in different places and environments. -Describing and explaining how humans can impact the environment both positively and negatively, using examples.	-Confidently using and understanding maps at more than one scale. -Using atlases, maps, globes and digital mapping to locate countries studied. -Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. -Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution) -Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. -Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. -Selecting a map for a specific purpose. -Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. -Accurately using four and six-figure grid references to locate features on a map in regions studied. -Confidently locating features using the 8 points of a compass. -Following a short pre-prepared route on an OS map. -Identifying the eight compass points on an OS map. -Developing their own enquiry questions. -Choosing the best approach to answering an enquiry question. -Making sketch maps of areas studied including labels and keys where necessary. -Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. -Selecting appropriate methods for data collection. -Designing interviews/questionnaires to collect qualitative data. -Beginning to use standard field sampling techniques appropriately. -Using GIS (Geographical Information Systems) to plot data sets. -Using a simplified Likert Scale to record their judgements of environmental quality. -Conducting interviews/questionnaires to collect qualitative data. -Interpreting and using real-time/live data. -Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. -Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. -Evaluating evidence collected and suggesting ways to improve this.
	Knowledge	-To know the name of many countries and major cities in Europe and North and South America. -To know the name of many cities in the UK. -To confidently name the twelve geographical regions of the UK.		-To know some positive impacts of humans on the environment. -To know some negative impacts of humans on the environment.	-To know that contours on a map show height and slope. -To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. -To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. -To be aware of some issues in the local area. -To know what a range of data collection methods look like. -To know how to use a range of data collection methods.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Mutual respect: Pupils collect data about real people and places. They must: Respect others' opinions in surveys /interviews Understand that different people may have different views about the same place- Encourages ethical fieldwork behaviour	**Empowered:** This unit is all about pupils working independently They: Ask their own questions, Collect and analyse data, Draw conclusions Builds confidence in applying geographical skills independently	**Bear Grylls** - Known for exploring environments and solving real problems	Analyse, audience, city, data, data collection, methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint	**Mini apprentice:** *You have been hired to improve our school environment* Pupils: Investigate Litter Noise Space use

Progression of Knowledge and skills

	Oracy Opportunities	To work in groups to **evaluate and agree on the most effective way to carry out a fieldwork enquiry**, considering methods, reliability, and how to improve data collection, using geographical reasoning and evidence.					
	Sentence Stems	**Opinions** I would recommend this approach because... A stronger method might be... I am confident that... would be effective One improvement could be... I would question whether... I recognise the value of..., but... I would develop this idea further by... My final recommendation is...	**Explanation** This method collects data by... Evidence can be gathered through... This enquiry focuses on... The purpose of this is to... This method ensures that... This helps to answer the question because... This demonstrates how data is used to...	**Comparison** Compared with another method,... A key advantage of this method is... One limitation compared to... is... Both approaches involve... However, they differ in terms of... This is more reliable than... because...	**Cause and effect** This can affect the results because... This may lead to unreliable data if... One issue that could arise is... This increases accuracy because... This limitation results in... This improves the quality of data by...	**Prediction** This method is likely to produce... The results may show that... This could lead to clearer findings because... It is possible that the data will reveal... This approach might improve outcomes if... This is likely to be more effective because...	**Questioning** What is the most effective way to collect this data? How reliable is this method? What could affect the results? How could this enquiry be improved? What evidence supports this conclusion? Are there any limitations we need to consider?
	End product	**Extended writing piece:** Write a **detailed fieldwork report** based on your investigation of the local area.8 **Parent exhibition – invite parents in and display the work children have completed on this topic.**					