



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

### Intent

Our Geography curriculum has been carefully planned and designed to encompass the content of the National Curriculum and ensure that it reflects and is distinct to our locality.

- Pupils' geographical education begins in the early years and builds year on year, developing pupils' expertise.
- Curriculum plans have been constructed effectively to ensure that pupils know more, remember more and are able to do more.
- Golden Threads, based on the four key areas of the Geography National Curriculum: Locational Knowledge, Place Knowledge, Human and Physical Geography and Fieldwork and Geographical Skills, have been identified for each year group and underpin the key knowledge and concepts taught through our curriculum.
- Key knowledge has been mapped out from the early years to the end of KS2 to ensure that the curriculum is coherently sequenced and there is clear progression.
- The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Clearly defined end points have been identified to ensure that pupils build upon prior learning and develop their knowledge of key concepts.
- Pupils commit knowledge to their long-term memory through recalling and repeated practice outlined in plans.

### Implementation

Within and beyond our classrooms we provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- Knowledge organisers which outline knowledge (including vocabulary) all children must master and apply in lessons are introduced at the start and referred to throughout a unit of study.
- A well sequenced cycle of lessons carefully plans for progression and depth concentrating on the geographical knowledge and skills suited to the age group.
- Lessons follow a consistent structure of: retrieval, explanation, application and assessment which may include such features as questioning, modelling, individual, partner, group or whole class activities.
- The school and local environments are carefully used to ensure pupils are able to practise their fieldwork and geographical skills.
- Our inclusive approach is demonstrated through the way in which tasks and activities are adapted to ensure that all pupils are able to access the curriculum.
- Through retrieval, teachers make sure that pupils can draw on what they already know so that they can remember more.
- Key vocabulary is explicitly taught to enable pupils to develop their range of geographical vocabulary and understanding.
- Assessment for learning strategies are used at the start, during and at the end of lessons to assess pupils' learning and identify any gaps or misconceptions.

### Impact

- Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:
  - Pre and post unit assessments
  - Assessment against 'End of Year Expectations' with clearly identified end points. These are then passed to the receiving teacher to ensure any gaps can be addressed when a key concept is revisited.



GOLDEN THREADS	EYFS- ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<b>UTW: People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Name and locate the four countries and capital cities of the United Kingdom and the four seas. Name the continent of Europe and know that the United Kingdom is part of Europe.	Name and locate the seven continents. Name and locate the world's five oceans.	Name & locate countries in Europe Name & locate where they live in the UK: Identify nearby Counties: Identify the equator, southern and northern hemispheres.	Identify the position of the Tropics of Cancer, Capricorn, Arctic and Antarctic Circle. Name and locate major cities of nearby counties.	Locate world's countries and major cities. Identify latitude and longitude, Prime /Greenwich/ Meridian Identify Time Zones in the world in comparison to the UK Name and locate nearby counties and cities of UK. Name and locate rivers of the UK. Name and locate longest rivers from continents of the world.	Locate world's countries and major cities. Identify Time Zones in the world in comparison to the UK.
<b>Place Knowledge</b>	<b>UTW: People, culture and communities</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Know that Scarborough is a town in England. Name key geographical features and landmarks.	Name key geographical features and landmarks of Scarborough. Describe the human and physical geography of South Africa	Describe geographical similarities and differences between Scarborough (Town) and Hull (City)	Describe geographical similarities of a region in the UK (Scarborough) and Greece (Athens). Know about a region of a European country (Athens).	Describe geographical similarities and differences between the different regions studied.	Describe geographical similarities and differences between the different regions studied – UK and Brazil and UK and the countries involved in WW2, particularly environmental features.
<b>Human Geography</b>	<b>UTW: People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Identify human features in Scarborough.	Understand human similarities and differences through studying the human geography of Scarborough and South Africa.	Describe key aspects of human geography (Scarborough and East Ayton). - Land use - Rural and Urban (Town and Village)	Describe and understand key aspects of human geography in relation to Greece-economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Identify human characteristics of	Identify human characteristics of the Yorkshire Coast and describe how some have changed over time.	Identify human characteristics and describe how some have changed over time – London. Describe and understand the key aspects of human geography in relation to the Rainforest: - Trade links - Exports



	<b>UTW: The World</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.				Scarborough and how aspects have changed over time.		<ul style="list-style-type: none"> <li>- Natural Resources</li> <li>- Medicines</li> </ul>
<b>Physical Geography</b>	<b>UTW: The World</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  <b>UTW: The World</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences.	Identify seasonal and daily weather patterns in the United Kingdom. Identify physical features in Scarborough.	Locate hot and cold areas of the world in relation to the equator (and the North and South Poles). Understand physical similarities and differences through studying the physical geography of Scarborough and South Africa.	Describe key aspects of physical geography: <ul style="list-style-type: none"> <li>- Volcanoes</li> <li>- Earthquakes</li> </ul>	Describe and understand key aspects of physical geography in relation to Greece - climate zones and mountains. Identify physical characteristics of Scarborough and how aspects have changed over time.	Identify physical characteristics of the Yorkshire Coast and describe how some have changed over time. Describe the physical features of a river from source to mouth. Describe mountain environments. Describe the water cycle.	Identify physical characteristics and describe how some have changed over time – London. Describe and understand the key aspects of physical geography in relation to the Rainforest: <ul style="list-style-type: none"> <li>- Layers</li> <li>- Tropical biome</li> <li>- Rainfall</li> <li>- Temperature</li> </ul>
<b>Fieldwork and Geographical Skills</b>	<b>UTW: People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Construct a simple map of the school. Use world maps, atlases, and globes to identify the continent of Europe, the UK and its countries. Use directional language to describe the location of features and routes on a map	Draw and label a simple map using a key for landmarks. Use simple compass directions. Use world maps, atlases, globes to name and locate the seven continents and five oceans.	To use 2 figure grid references – X and Y axis (5,6) Name the eight points of a compass To use a map and atlases to identify countries in Europe.	Use eight points of a compass to describe a route. Use keys and symbols to locate places on an ordnance survey map. Use maps, atlases, globes and digital/computer mapping to locate the countries.	Use four figure grid references to describe locations on a local map. Use keys and symbols to locate places on an ordnance survey map. Use maps, atlases, globes and digital/computer mapping to locate the countries.	Use six figure grid references to describe the location of countries and continents. Use maps, atlases, globes and digital/computer mapping to locate the countries.



## Curriculum Planning

Lower KS2 Medium Term Plans	Autumn Term Somewhere to settle – why Scarborough?	Spring Term Why do people migrate?	Summer Term Why is Greece a holiday hotspot?
<b>Prior Knowledge (Retrieval)</b>	<b>KS1/Year 3</b> <ul style="list-style-type: none"> <li>Identify that Scarborough is a town and compare to villages that surround it.</li> <li>Know what volcano and earthquakes are and name some famous examples.</li> <li>Name some famous mountain ranges and locate them on maps (Google Earth).</li> <li>Use fieldwork to measure, record and present human and physical features in the local area.</li> <li>Identify 4 points of a compass and begin to use 8 points.</li> <li>Identify countries and mountain ranges using maps and atlases.</li> <li>Use two-figure grid.</li> <li>Design a map and use simple pictures for a key.</li> </ul>	<b>KS1/Year 3</b> <ul style="list-style-type: none"> <li>Locate countries on a map focussing on Europe: France, Spain, Germany, Greece, Italy, Poland and Romania.</li> <li>Identify the poles, Equator and Northern/Southern Hemisphere.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries.</li> <li>Identify counties of Yorkshire.</li> <li>Identify why Hull is similar to Scarborough.</li> <li>Begin to identify and use eight points of a compass.</li> <li>Land use and how it differs between rural and urban areas.</li> </ul>	<b>KS1/Year 3</b> <ul style="list-style-type: none"> <li>Compare Scarborough with Hull.</li> <li>Understand how land use differs between rural and urban areas.</li> <li>Map some famous mountain ranges.</li> <li>Locate Greece on a map and know that it is a European country.</li> <li>Understand land use and how it differs between rural and urban areas.</li> </ul>
<b>Y4</b>	<b>Knowledge and Skills to be developed:</b> <ul style="list-style-type: none"> <li>Identify human characteristics of Scarborough and how aspects have changed over time. (Land use i.e. retail, housing, marine drive, fishing)</li> <li>Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use.</li> <li>Identify physical characteristics of Scarborough and how aspects have changed over time. (Erosion of the cliffs, north/south bay)</li> <li>Use eight points of a compass to describe a route.</li> <li>Use keys and symbols to locate places on an ordnance survey map (castle, public conveniences, parking, information centre, theme/pleasure park, gardens)</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using</li> </ul>	<b>Knowledge and Skills to be developed:</b> <ul style="list-style-type: none"> <li>Locate countries and name cities on a map or atlas. Europe/North America/South America (Greece – Athens, France – Paris, Spain – Madrid, Germany – Berlin, Italy – Rome, Poland – Warsaw, Romania – Bucharest, Norway – Oslo, Sweden – Stockholm, Denmark – Copenhagen, Russia – Moscow). - International and National Migration links</li> <li>Identify position of Tropics of Cancer, Capricorn, Arctic and Antarctic Circle. (Introduce positioning of Rainforests around the world - why are they here? Discuss what might be traded?)</li> <li>Use maps, atlases, globes and digital/computer mapping to locate the countries.</li> <li>Name and locate major cities of nearby counties – York, Leeds, Sheffield, Hull. Use eight points of a compass to describe a route.</li> <li>Describe and understand key aspects of Human Geography – settlements and land use/ economic activity (migration link – why do people migrate here?) N.B. – this year link to Leeds and East Ayton as 2 contrasting places to 'MIGRATE' to. (East</li> </ul>	<b>Knowledge and Skills to be developed:</b> <ul style="list-style-type: none"> <li>Understand geographical similarities of a region in the UK (Scarborough) and Greece (Athens) - rivers, mountains, climate, weather, economic activity, land use.</li> <li>Know key mountains in the UK – Scarfell Pike, Ben Nevis, Mount Snowdon.</li> <li>Know about a region of a European country. (Athens – rivers [Ilisos, Kifissos, Eridanos] mountains, climate zones, human/physical features i.e. The Parthenon, Mount Olympus, Acropolis, Amphitheatre, The Olympics).</li> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography climate zones and Mountains</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> <li>Introduce time zones and link to digimap. (Identify time zones from around the World - retrieval of</li> </ul>



		a range of methods, including sketch maps, plans and graphs, and digital technologies (study of Scarborough Harbour/Foreshore).	Ayton to ensure coverage as it was added into Y3 curriculum this Year)	European countries from Spring and give time in relation to noon Greenwich UK
<b>Future Learning</b>		<b>Year 5</b> <ul style="list-style-type: none"> <li>Describe marine/coastal biomes</li> <li>Trade links</li> <li>Use four figure grid references to locate places on a map.</li> <li>Physical and human features of Flamborough.</li> <li>Use keys and symbols to locate places on an Ordnance survey map.</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>Name and locate counties of the UK.</li> <li>Identify latitude and longitude, Prime/Greenwich/Meridian.</li> <li>Locate rivers of the UK and the world.</li> <li>Locate some of the world's greatest mountains.</li> <li>Describe the features of a river from source to mouth.</li> <li>Describe a mountain environment.</li> <li>Understand how physical processes can cause hazards e.g., flooding.</li> <li>Use maps/atlas/digital mapping to locate the world's mountains and rivers.</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>Locate world's countries and major cities in North America.</li> <li>Identify Time Zones in the world comparing North America to the UK.</li> <li>Identify latitude and longitude, Prime/Greenwich/Meridian.</li> <li>Identify similarity and differences between a region of the UK with a contrasting region of North America (climate zones, time zones, rivers, desert biomes, mountains, population, landmarks, land use).</li> <li>Human and physical characteristics of North America including climate zones, biomes, rivers and mountains, land use, economic activity, trade links and distribution of natural resources.</li> <li>Use maps, atlases, globes, and digital/computer mapping to locate places in North America.</li> </ul>
<b>Vocabulary</b>	<b>All</b>	human geography, physical geography, settlements, land use, urban areas, rural areas, trade links sketch map, graph, Ordnance survey map, harbour/foreshore/map symbols Rural/ urban (from Year 3 land use focus).	Tropics of Cancer, Capricorn, Arctic and Antarctic Circle County, North Yorkshire, South Yorkshire, West Yorkshire, East Riding of Yorkshire, compass points, North, South, East, West, North East, South East, South West, North West, digital map.	physical processes, advantages, disadvantages, compare, climate zone, temperate zone, tropical zone, polar zone, river, river bank, hills, valleys, mountain, mountain ranges, mountainous, summit, peak, agriculture, farming, regions, settlements, trade links, land use, economic activity natural resources.
	<b>Most</b>	compass points, North, South, East, West, North East, South East, South West, North West	population	densely/sparsely populated
	<b>Some</b>	county, population, physical/human factors.	climate zone, temperate zone, tropical zone, polar zone.	settlement patterns
<b>Quality Texts</b>		Atlases Digimaps – printed maps with grid references The History of Scarborough (book from the Maritime Museum/ ordered from Amazon) Scarborough through time (photograph resource book – old pictures of Scarborough – ordered from Amazon)	Atlases Digimaps – printed maps with grid references International Migration Day (text from online – what is Migration and why might people migrate?) London as a tourist location – online text	Atlases Digimaps – printed maps with grid references Pocket guide to Athens (ordered from Amazon)
<b>Enrichment Activities (e.g. visitors/visits)</b>		Peasholm Park – compass directions Scarborough Foreshore – land use Stepney Hill Farm	Old railway line – using a compass	



<b>National Curriculum</b>	<b>Place knowledge</b> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <b>Human and physical geography-</b> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle-</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <b>Geographical skills and fieldwork-</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied-</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe name and locate counties and cities of the United Kingdom and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul> <b>Geographical skills and fieldwork-</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied-</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <b>Human and physical geography-</b> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<b>Locational knowledge-</b> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</li> </ul> <b>Human and physical geography-</b> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle-</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
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