



“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
Locational Knowledge	UTW: People, culture and communities 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.
Place Knowledge	UTW: People, culture and communities 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.
Human Geography	UTW: People, culture and communities 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



	<p>UTW: The World 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.</p>				Scarborough and how aspects have changed over time.		<ul style="list-style-type: none"> - Natural Resources - Medicines
Physical Geography	<p>UTW: The World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>UTW: The World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences.</p>	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"> - Volcanoes - Earthquakes 	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"> - Layers - Tropical biome - Rainfall Temperature
Fieldwork and Geographical Skills	<p>UTW: People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	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.



Gladstone Road Primary School Geography

Curriculum Planning



Upper KS2 Medium Term Plans	Autumn Term What is coastal erosion and how has it affected our local area?	Spring Term How does water go round and round?	Summer Term North America: where is it and why is it important in the world?
Prior Knowledge (Retrieval)	Year 4 <ul style="list-style-type: none"> Name and locate major cities of nearby counties: York, Leeds, Sheffield & Hull Identify human and physical characteristics of Scarborough and how aspects have changed over time Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography human geography (land use Y4) 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. 	Year 4 <ul style="list-style-type: none"> Identify the position of the Tropics of Cancer, Capricorn, Arctic and Antarctic Circle. Name and locate major cities of nearby counties: York, Leeds, Sheffield & Hull Locate countries and cities on a map or atlas: Europe, North America, South America Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography (volcanoes & mountains) human geography (land-use Y4) 	Year 4 <ul style="list-style-type: none"> Locate countries and cities on a map or atlas: Europe, North America, South America Identify the position of the Tropics of Cancer, Capricorn, Arctic and Antarctic Circle. Describe geographical similarities of a region in the UK (Scarborough) and Greece (Athens) Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography human geography (land-use UK Y4) Describe marine/coastal biomes
Y5	Knowledge and Skills to be developed: <ul style="list-style-type: none"> Name and locate nearby counties and cities of UK- Yorkshire (all 4), Lancashire (Preston), Greater Manchester (Manchester), Cumbria (Carlisle), Lincolnshire (Lincoln), Derbyshire (Derby), Nottinghamshire (Nottingham), County Durham (Durham). Use four figure grid-references to describe locations on a local map Use keys and symbols to locate places on an Ordnance Survey map (camp site, caravan, country park, information centre, nature reserve, picnic site) Observe, record and present the physical and human characteristics of Flamborough. (Including sketches and plans) Observe and record the coastal changes from before and after the Holbeck Hall disaster Know why and how the Holbeck disaster happened Describe marine/coastal biomes. 	Knowledge and Skills to be developed: <ul style="list-style-type: none"> Identify latitude and longitude Describe the physical features of a river from source to mouth Name and locate rivers of the UK. River Severn, River Thames, River Humber, River Ouse, River Derwent, River Mersey Name and locate longest rivers from continents of the world: River Nile, Mississippi River and Amazon River Describe a mountain environment. Understand how physical processes can cause hazards to people, e.g. flooding Use maps, atlases, globes and digital/computer mapping to locate rivers and mountains. Name some of the world's great rivers and mountains. 	Knowledge and Skills to be developed: <ul style="list-style-type: none"> Locate world's countries and major cities in North America. (USA – Washington DC; Canada – Ottawa; Mexico – Mexico City) Identify latitude and longitude, Prime /Greenwich/ Meridian (label on world map, refer to with each location) Identify Time Zones in the world comparing North America to the UK Identify geographical similarities and differences between a region of UK and a contrasting region of North America – Yorkshire and Alaska. Climate zones, Time zones, Rivers, desert biomes, Mountains, population, landmarks, land use. Identify 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 including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries in North America.



Future Learning		Year 6 <ul style="list-style-type: none"> Use 6 figure grid references Describe tropical biomes Locate and map the world's countries and capitals involved in World War 2 Locate the world's countries, major cities and rainforests in South America Mapping – how has London change over time? Countries pre-war and post-war? 	Year 6 <ul style="list-style-type: none"> Identify positions of latitude and longitude Study of the Amazon River 	Year 6 <ul style="list-style-type: none"> Identify positions of latitude and longitude Compare time zones: WW2 countries to UK; South America to UK Compare time zones of London and Brazil. Compare physical and human characteristics of Brazil and UK (Sao Paulo and London) Compare physical and human characteristics of Explore trade links and fair trade – Amazon River Natural resources of the Amazon– investigate and map. Energy and climate change across the world.
Vocabulary	All	Countries, cities, counties, coastline, headland, cliff, bays, landslide, South Cliff, erosion, collapse, cracks	Equator, Tropic of Cancer, Tropic of Capricorn, riverbank, river mouth, source, mountain, range	Climate, mountains, rivers, deserts, mountain ranges, cities, countries
	Most	Biomes, human features, physical features, arch, stack, stumps, cave, four-figure grid reference, symbols, sketch maps, coastal path	estuary, climate, flood plain, vegetation, meanders, tributaries, digital maps,	time zones, climate zones, longitude, latitude, atlas, maps, digital maps
	Some	groynes, sea wall, sea defences, peninsula, spit, glacial till, rotational landslide, water pressure, drainage	Longitude, latitude, delta, confluence, oxbow lake, waterfall, channel	renewable energy source, non-renewable energy source, industry
Quality Texts		Floodland- Fiction	Journey of a River- information text	Introducing North America Mapping North America (Close-up continents) North America- continents uncovered North America – the largest continent facts North America – A true book; the Seven Continents Explore North America – a look at continents
Enrichment Activities (e.g. visitors/visits)		Flamborough visit – looking at coastal features Holbeck Hall visit – looking at coastal features	River investigation	
National Curriculum		Locational knowledge <ul style="list-style-type: none"> 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 Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including biomes human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources 	Locational knowledge <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	Locational knowledge <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the



	<p>including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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