



“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



	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.				Scarborough and how aspects have changed over time.		<ul style="list-style-type: none"> - Natural Resources - Medicines
Physical Geography	UTW: The World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. UTW: The World 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"> - 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	UTW: People, culture and communities 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.



Gladstone Road Primary School Geography

Curriculum Planning



Upper KS2 Medium Term Plans	Autumn Term How did the geographical features affect the journey of a WW2 soldier?	Spring Term How does the rainforest impact on the world?	Summer Term How has London changed overtime? Where would you rather live – London or Sao Paulo?
Prior Knowledge (Retrieval)	Lower KS2/Y5 Locational Knowledge <ul style="list-style-type: none"> Locate cities of the UK on maps: London, Manchester, Carlisle, Nottingham, Durham Identify positions of latitude and longitude, Prime/Greenwich Meridian on a map. Use four-figure grid references to describe the locations of cities. Explain the effects of coastal erosion on Flamborough and Scarborough coastlines using geographical vocabulary 	Lower KS2/Y5 Physical and Human Geography <ul style="list-style-type: none"> Identify positions of latitude and longitude Describe and understand the key physical aspects of a mountain environment(Y5) Describe the physical features of a river from source to mouth. Locate rivers on a map or atlas: R.Severn, R Thames, R.Humber, R.Ouse, R.Mersey, R.Derwent, River Nile, Mississippi River and Amazon River 	Lower KS2/Y5 Place knowledge <ul style="list-style-type: none"> Describe geographical similarities and differences between the UK and North America: time zones, climate zones, population, land use, landmarks Locate continents, equator, tropics, lines of latitude and longitude., Greenwich meridian. . Know what a biome is and describe the main characteristics of a desert biome. Name 3 countries and their capital cities from North America Name physical and human characteristics of North America
Y6	Knowledge and Skills to be developed: <ul style="list-style-type: none"> Use atlas, digimaps to locate Axis and Allied countries and their capitals involved in WW2 Map major cities around the world and give their time zone relative to Greenwich and describe how time zones altered during WW2 Identify the human and physical features of those countries who fought in WW2 Identify the main human geographical areas of Britain targeted by the Germans and understand why they were targets. Use maps and aerial photographs to compare how land use changed pre and post war and reflect on reasons for this. Describe how environmental features (Physical and Human) affect the journey of a WW2 soldier (end piece of writing) 	Knowledge and Skills to be developed: <ul style="list-style-type: none"> Locate world's countries, major cities and rainforests using maps – South America (smallest- Aruba/largest - Brazil – Brasilia, Peru - Lima, Venezuela - Caracas). Use 6 figure -grid references to describe the location of countries and continent. South America, Europe, England, Brazil Physical Geography – define what a tropical biome is: very high annual rainfall, high average temperatures, nutrient-poor soil, and high levels of biodiversity, vegetation belts (species richness). and name the layers of the rainforest and describe each one, Human Geography - Explore trade links – fair trade; How does the Amazon support this? <ul style="list-style-type: none"> Exported food such as: citrus fruits, avocado, cashew nuts, Brazil nuts, sugar, natural resources such as: copper, tin, nickel, iron ore and gold, medicines Natural Resources - Investigate and map natural resources around the world and discuss impacts of human activity. Link to work on climate, biomes, fresh water and major rivers. Map regions of the Amazon and the countries within it. Focus on the Amazon as a region, zoom into Manaus, and map impacts of farming on the rainforest. 	Knowledge and Skills to be developed: <ul style="list-style-type: none"> Describe physical and human characteristics and location of London, today. Name and locate cities (London) of the United Kingdom, their identifying human and physical characteristics. How has London's physical and human geographical features changed? Use photographs and aerial photographs to describe how London has changed overtime – reference to its - population, land use, river use, transport links, tourism What are the main human and physical characteristics of Brazil? Use 6 figure -grid references to describe the location of countries and landmarks - South America, Europe, England, Brazil Identify Time Zones – compared to London/Brazil Identify the similarities and differences between landscapes of S. America and UK List geographical similarities and differences of a region in South America – (Brazil) to the UK. Focus on: Sao Paulo. Describe physical and human characteristics of a region in South America – (Sao Paulo) –. vegetation, types of settlements (housing), climate, population, land use,



Curriculum Planning

			<ul style="list-style-type: none"> Energy and climate change - Investigate links between energy use around the world e.g. using fossil fuels, especially wood, and deforestation and climate change. Map and investigate alternative energy use. Describe the impact the rainforest has on the world – end piece of writing. 	<ul style="list-style-type: none"> A tale of two cities: London and Sao Paulo Describe physical and human characteristics of a region in South America – (Sao Paulo) – vegetation, types of settlements (housing), climate, population, land use How is London and Sao Paulo similar and different? Where would you rather live, London or Sao Paulo? Final piece of writing where children will have the opportunity to explain their preferences and why.
Vocabulary	All	Cities, counties, regions, Europe, Map atlas	Equator, Tropic of Cancer, Tropic of Capricorn, river bank, river mouth, source, mountain, range	Population, land use, transport links, river use, industry, Map, atlas, sketch-map, six-figure grid references
	Most	Land Use, trade links, six-figure grid references	estuary, climate, flood plain, vegetation, meanders, tributaries, digital maps	Tourism, settlement Digital maps, industry
	Some	Economic activity, natural resources	Longitude, latitude, delta, confluence, oxbow lake, waterfall, channel	Economic activity
Quality Texts		Letters from the Lighthouse	The Explorer – Katherine Rundell Layers of the Rainforest poem A trillion tropical leaves poem DK Eyewitness Books: – The Amazon: Step into the World's Largest Rainforest – 100 Questions About the Amazon Rainforest	Brazil Paperback Mapping South America
Enrichment Activities (e.g. visitors/visits)		Eden Camp Dean Road cemetery – compass skills	Zoo Lab – Animal Encounters	Geography: Geocaching – North York Moors Centre London residential
National Curriculum		Locational knowledge <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Identify time zones (including day and night) 	Locational knowledge <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of 	Locational knowledge <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify time zones (including day and night) Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers,



		<p>settlement and land use, economic activity including trade links, and the distribution of natural resources 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 four and six-figure grid references, symbols and key(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> - 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 <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
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