



“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
<p>Physical Geography</p>	<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
<p>Fieldwork and Geographical Skills</p>	<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.



KS1 Medium Term Plans	Autumn Term Where will our maps of the school lead us?	Spring Term As local experts, what human and physical features can we discover?	Summer Term What makes the four countries of the United Kingdom unique?
<p>Prior Knowledge (Retrieval)</p>	<p>EYFS UTW: People, culture and communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> Immediate environment means places close to them and they visit frequently (home/school) Children will know that they live in a 'town' called Scarborough. Scarborough is a town in England, and this is our 'country'. What a map is used for and how a map has pictures/symbols. Use basic prepositional language to describe location. <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> <ul style="list-style-type: none"> Summer is 'warmer' than other times of the year. Children will begin to comment on seasonal features such as rain, snow, ice, dark mornings, suitable clothing to keep warm. Summer is 'warmer' than other times of the year. Children will begin to comment on seasonal observations such as more sun, hot, not as much rain, clothing changes to keep cool/protected. 	<p>EYFS UTW: People, culture and communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> Immediate environment means places close to them and they visit frequently (home/school) Children will know that they live in a 'town' called Scarborough. Scarborough is a town in England, and this is our 'country'. What a map is used for and how a map has pictures/symbols. Use basic prepositional language to describe location. <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> <ul style="list-style-type: none"> A human feature has been made by humans and children will be able to discuss some of these features (buildings, transport, parks) Some basic physical/natural features of their local environments (field, beach, hills) 	<p>EYFS UTW: People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <ul style="list-style-type: none"> Children will know that they live in a 'town' called Scarborough. Scarborough is a town in England, and this is our 'country'. <p>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.</p> <ul style="list-style-type: none"> There are other 'countries' in the world and comment on some differences (weather, homes, traditions). Children will begin to make observations on how England differs to the contrasting environments found in Africa/Asia (setting, weather, animals, food).
<p>Y1</p>	<p>Knowledge and Skills to be developed:</p> <ul style="list-style-type: none"> Identify some features of the school grounds Introduction to topographical scale plans and aerial imagery of the school grounds. Use directional language to describe the location of features and route on a map. Construct a simple map of the school 	<p>Knowledge and Skills to be developed:</p> <ul style="list-style-type: none"> Know that Scarborough is a town in England. Identify human features in Scarborough Identify physical features in Scarborough Use world maps and atlases to identify England. Use an atlas to find other places in the UK and look at boundaries of the countries of the UK. 	<p>Knowledge and Skills to be developed:</p> <ul style="list-style-type: none"> Name, locate and identify the four countries and identify them on a map. Name the capital cities of the United Kingdom. Name and locate the surrounding seas of the United Kingdom and identify on maps. Identify characteristics of the four countries of the UK Know that the United Kingdom is part of Europe.



		<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in Scarborough: Record weather in one or more places in the school grounds. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in Scarborough Identify seasonal and daily weather patterns in England 	<ul style="list-style-type: none"> Use globes and atlases to identify the continent Europe. Identify seasonal and daily weather patterns in the United Kingdom. Map weather data on a map of the UK and add simple symbols. Identify seasonal and daily weather patterns in Scarborough
Future Learning	Year 2	<ul style="list-style-type: none"> Know the four points of the compass to help with directions. Use map symbols when drawing maps Draw a route to the train station and describe the directions using a compass. 	Year 2	<ul style="list-style-type: none"> Look at human and physical features in South Africa
Vocabulary	All	Scarborough, near, far, weather, seasons, Spring, Summer, Autumn, Winter, left, right, often, rarely, map.	Scarborough, England, town, North Sea, human feature, physical feature, near, far, left, right, often, rarely, map	England, Scotland, Wales, Northern Ireland, United Kingdom, Cardiff, Edinburgh, Belfast, London
	Most	similarity, difference, local area, environment, symbols	Windmill, school, houses, shops, church, roads, Oliver's Mount, Woodlands Ravine, stream	North Sea, English Channel, Irish Sea, Europe, atlas, globe
	Some	behind, under, forwards, backwards, distance, how far, directions,	landmark, physical geography, human geography, planned perspective	Landmarks: England – Big Ben, Buckingham Palace Northern Ireland - Giant's Causeway, Blarney Stone Scotland – Edinburgh Castle, Ben Nevis Wales – Snowdon, Millennium Centre
Quality Texts	Martha Maps it out What the Ladybird Heard Questions and answers about the weather – Katie Daynes	The Gruffalo Little Red Riding Hood Goldilocks and the three bears Have you seen a dragon?	The Lochness Monster The Queen's Hat Big Dreams Little People – Queen Elizabeth (board book) Maps of the United Kingdom – Rachel Dixon Katie Morage Island Stories Maiara Hedderwick Mr Men in Ireland – Roger Hargreaves King of the Sky – Nicholas Davies Atlases	
Enrichment Activities (e.g. visitors/visits)	Field trip – Oliver's Mount	Walk of the immediate local area to identify human and physical features.	Cinder Track – seasonal walk Beach visit – Spring and Summer links	
National Curriculum	Human and physical geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom Geographical skills and fieldwork <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds devise a simple map; and use and construct basic symbols in a key use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom use world maps, atlases and globes to identify the United Kingdom and its countries Human and physical geography <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, 	Locational knowledge <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries Human and physical geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom 	



		<ul style="list-style-type: none">valley, vegetation, season and weather- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop• identify seasonal and daily weather patterns in the United Kingdom	
--	--	--	--