



“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.



Lower KS2 Medium Term Plans	Autumn Term Location, Location, Location...	Spring Term How does the Earth shake, rattle and roll?	Summer Term Our Local Area...
Prior Knowledge (Retrieval)	KS1 <ul style="list-style-type: none"> Describe what locational knowledge is. Name and locate the four countries of the UK. Name and locate the capital cities of the UK. Name and locate the North Sea, Irish Sea, Atlantic Ocean and English Channel. Name and locate the seven continents. Name and locate the world's five oceans. Name and locate the poles, polar regions and the equator. Locate hot and cold areas of the world in relation to the equator. 	KS1 <ul style="list-style-type: none"> Describe what human and physical geography is. Describe features of physical geography – links to South Africa as previous learning. 	KS1 <ul style="list-style-type: none"> Describe what human and physical geography is. Describe features of human geography of Scarborough (shops, houses, streets, train station, coast, beach and cliffs). Draw and label simple maps using a key for landmarks. Use simple compass directions (N, E, S and W). Use digital maps, atlases and globes.
Y3	Knowledge and Skills to be developed: <ul style="list-style-type: none"> To locate countries in Europe by reading maps accurately. To locate nearby counties in the UK by reading maps accurately. To locate where we live in the UK by reading maps accurately. To identify the position and significance of the Equator, Northern and Southern hemisphere. 	Knowledge and Skills to be developed: <ul style="list-style-type: none"> To describe what you will find under the Earth's surface. To describe the stages of a volcano's life cycle. To explain why people, live in the vicinity of volcanoes. To explain what causes earthquakes and how they are measured. 	Knowledge and Skills to be developed: <ul style="list-style-type: none"> To describe how land is used in rural and urban communities in Scarborough (key aspects of human geography - town and village) To describe similarities and differences of regions within the UK: Scarborough (Town) and Hull (City). Use fieldwork to observe, measure, record and present the human and physical features in the local area (East Ayton) using a range of methods, including sketch maps, plans and graphs, and digital technologies. To use 2 figure grid references (X and Y axis). To use the four points of a compass to give directional instruction: North, East, South, West. Begin to learn 8 points of a compass: As above including North East, South East, North West and South West.
Future Learning	Year 4 <ul style="list-style-type: none"> Name and locate capital cities of countries across Europe Name and locate key cities within counties (Hull, Sheffield, York and Leeds). Tropic of Cancer and Capricorn Antarctic and the Arctic Circle 	Year 4 <ul style="list-style-type: none"> Connection made between mountains and volcanoes. 	Year 4 <ul style="list-style-type: none"> Describe what fieldwork and geographical skills we use. Comparing land use between villages, towns and cities Migration links – why do people decide to live in urban or rural communities?



				<ul style="list-style-type: none"> • 4 figure grid references • Consolidate the 8 points of a compass. • Observe, measure, record and presenting findings.
Vocabulary	All	Country Europe: England, France, Spain, Germany, Greece, Italy, Poland and Romania. United Kingdom, County, North Yorkshire, Scarborough, settlements and villages.	Volcanoes: Volcano, eruption, lava, magma, crater, pressure, build, crust and extreme. Earthquakes: Earthquake, tectonic plates, tectonic plate boundaries, fault line and shock wave	Map and atlas. 2-figure grid reference Compass points, North, South, East and West, Sketch map, fieldwork, graph and digital maps City, town and village.
	Most	Mesolithic and Neolithic era South Yorkshire, West Yorkshire, Humberside and York. Equator, Northern Hemisphere and Southern Hemisphere.	Volcanoes: Main vent/conduit, magma chamber and mantle. Earthquakes: Epicentre, hypocentre and magnitude	North East and South East.
	Some	Palaeolithic era	Volcanoes: Active, dormant and extinct. Earthquakes: Richter and Mercalli scale.	North West, South West and directional instruction.
Quality Texts		Atlases Meerkat Mail The Diaries of Robin's Travels (Book Set)	The Pebble in my Pocket – Meredith Hooper Escape from Pompeii – Christina Balit Into the Volcano – Jess Butterworth Ratty's Big Adventure – Lara Hawthorne Pop-Up Volcano – Tom Vaillant Section One - The Restless Earth – Inside the Earth (CGP) Section One – The Restless Earth - Clashes and Collisions (CGP) Section Two – Violent Volcanoes – Vesuvius (CGP) Section Two – Violent Volcanoes – Types of Volcanoes (CGP) Section Four – Life on the Edge – Troubled Earth (CGP)	Atlases A Place Called Home: Look Inside Houses Around the World – Kate Baker & Rebecca Green Home – Carson Ellis In Every House on Every Street – Jess Hitchman & Lili La Beleine Our Tower – Joseph Coelho & Richard Johnson Belonging – Jeannie Baker
Enrichment Activities (e.g. visitors/visits)				East Ayton (Village)
National Curriculum		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 and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere. 	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 and a region in a European country Human and physical geography <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 settlement 	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"> • 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>Place knowledge</p> <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. <p>Human and physical geography</p> <ul style="list-style-type: none">human geography, including types of settlement and land use. <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>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	<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 studieduse 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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