Gladstone Road Primary School _Geography_

Curriculum Planning

"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 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.

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GOLDEN THREADS	EYFS- ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	**UTW: People, culture and 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, souther	Identify the position of the Tropics of Cancer, Capricorn, Artic 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 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 **UTW- The World**	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

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	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.		- 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: - 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: - 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.

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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?
Prior Knowledge (Retrieval)	**EYFSUTW- People, culture and communities**: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. **UTW- The World:** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter • 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.	**EYFS** **UTW- People, culture and communities**: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. **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; • 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)	**EYFS** **UTW: People, culture and communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Children will know that they live in a 'town' called Scarborough. • Scarborough is a town in England, and this is our 'country'. **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. • 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)
Y1	**Knowledge and Skills to be developed:** • 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 – Identify seasonal and daily weather patterns in Scarborough:	**Knowledge and Skills to be developed:** • 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. - Identify seasonal and daily weather patterns in Scarborough - Identify seasonal and daily weather patterns in England	**Knowledge and Skills to be developed:** • 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. • Use globes and atlases to identify the continent Europe. – Identify seasonal and daily weather patterns in the United Kingdom.

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		– Record weather in one or more places in the school grounds.		– 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** 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** Look at human and physical features in South Africa	**Year 2** Learn the seven continents of the world Name the five Oceans
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, Milennium 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 + summer links
National Curriculum		**Human and physical geography** • identify seasonal and daily weather patterns in the United Kingdom **Geographical skills and fieldwork** • 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** • 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** • use basic geographical vocabulary to refer to: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**Locational knowledge** • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries **Human and physical geography** • identify seasonal and daily weather patterns in the United Kingdom

		o 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	

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KS1 Medium Term Plans		Autumn Term How do maps and compasses help us?	Spring Term What is wonderful about the seven continents and five oceans?	Summer Term Where would you rather live, Scarborough or South Africa?
Prior Knowledge (Retrieval)		**Year 1** • Identify human and physical features in Scarborough. • Know that Scarborough is a town in England. • Read topographical scale plans and aerial imagery of the school grounds and surrounding local area. • Describe a simple map of the school. • Use directional language to describe the location of features and route on a map.	**Year 1** • Name, locate and identify the four countries and identify them on a map. • Name the capital cities of the United Kingdom. • Identify characteristics of the four countries of the UK. • Name and locate the surrounding seas of the United Kingdom and identify on maps. • Know that the United Kingdom is part of Europe.	**Year 1** • Identify human and physical features in Scarborough. • Know that Scarborough is a town in England. • Identify seasonal and daily weather patterns in Scarborough/England. • Use an atlas to find places in the UK and identify Europe as a continent.
Y2		**Knowledge and Skills to be developed:** • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. Near, far, left and right). • Describe the location of features and routes on a map. • Adding information to digital maps, e.g. text and pictures. • Use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features. • Develop fieldwork skills through devising a simple map and use and construct basic symbols in a key.	**Knowledge and Skills to be developed:** • Name and locate the world's seven continents. • Use world maps, atlases and globes to identify the continents. • Name and locate the world's five oceans. • Use world maps, atlases and globes to identify the oceans. • Locate Poles, Polar Regions, Equator. • Use a globe to locate hot and cold places in relation to the Equator and the North and South Poles, and 'zoom' in to introduce other local factors such as altitude – eg Kilimanjaro, a cold summit near the Equator.	**Knowledge and Skills to be developed:** • Use an atlas to locate continent, country and key features. • Use digital maps to zoom into local scale study, compare urban and rural ways of living. • Explore distances from North and South Pole and use directional language to describe where places are. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (South Africa).
Future Learning		**Year 3** • Learn and use the 8 points of the compass. • Learn about land use (urban and rural) around Scarborough. • Develop fieldworks skills including sketch maps, plans, graphs and digital technology.	**Year 3** • Name and locate countries in Europe using atlases, maps and globes. • Name and locate cities and counties in the UK. • Identify the position and significance of the Equator, Northern and Southern Hemisphere.	**Year 3** • Identify key physical and human geographical features such as mountains, rivers, valleys. • Find out more about where people live and why. • Compare towns and cities.
Vocabulary	**All**	North, East, South, West, directions, compass, train station, town, buildings, shops, houses, streets, coast, beach, cliffs, farm	Asia, Africa, North America, South America, Antarctica, Europe, Oceania, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean mountain	South Africa, similarity, difference, desert, Table Mountain, Unspoilt beaches, Scarborough Beach, Boulder Beach, Kalahari Desert, Robben Island, weather North Pole, South Pole, vegetation, river, soil, valley
	Most	landmarks, office, factory, village	North Pole, South Pole	township, bodies of water, port
	Some	North East, North West, South East, South West location, distance	equator, globe	mountain peaks, desert, grassland, environment

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Quality Texts	Atlases The Boy Who Loved Maps by Kari Allen	Atlases, Dreamy Antartica by Maya Karthik Swift Walker- A Continental Journey by Verlyn Tarlton Swift Walker- A journey Around the Oceans by Verlyn Tarlton	Atlases Armien's Fishing Trip by Catherine Stock
Enrichment Activities (e.g.visitors/visits)	Train station visit – planning and following a route		Bridlington Animal Park
National Curriculum	**Geographical skills and fieldwork** • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key **Human and physical geography** • use basic geographical vocabulary to refer to: – key physical features – key human features	**Locational knowledge** • name and locate the world's seven continents and five oceans **Human and physical geography** • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	**Locational knowledge** • name and locate the world's seven continents and five oceans **Place knowledge** • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** • use basic geographical vocabulary to refer to: – key physical features – key human features

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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** • 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** • Describe what human and physical geography is. • Describe features of physical geography – links to South Africa as previous learning.	**KS1** • 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:** • 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:** • 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:** • 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** • 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** • Connection made between mountains and volcanoes.	**Year 4** • 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? • 4 figure grid references • Consolidate the 8 points of a compass.

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				• 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** • 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 understandhow some of these aspects have changed over time • identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere. **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	**Place knowledge** • 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** • physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,	**Locational knowledge** • name and locate counties and cities of the United Kingdom and land-use patterns; and understandhow some of these aspects have changed over time **Human and physical geography** • human geography, including types of settlement and land use, economic activityincluding trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features

	Human and physical geography • human geography, including types of settlement and land use. **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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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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?
Prior Knowledge (Retrieval)	**KS1/Year 3** • Identify that Scarborough is a town and compare to villages that surround it. • Know what volcano and earthquakes are and name some famous examples. • Name some famous mountain ranges and locate them on maps (Google Earth). • Use fieldwork to measure, record and present human and physical features in the local area. • Identify 4 points of a compass and begin to use 8 points. • Identify countries and mountain ranges using maps and atlases. • Use two-figure grid. • Design a map and use simple pictures for a key.	**KS1/Year 3** • Locate countries on a map focussing on Europe: France, Spain, Germany, Greece, Italy, Poland and Romania. • Identify the poles, Equator and Northern/Southern Hemisphere. • Use maps, atlases, globes and digital/computer mapping to locate countries. • Identify counties of Yorkshire. • Identify why Hull is similar to Scarborough. • Begin to identify and use eight points of a compass. • Land use and how it differs between rural and urban areas.	**KS1/Year 3** • Compare Scarborough with Hull. • Understand how land use differs between rural and urban areas. • Map some famous mountain ranges. • Locate Greece on a map and know that it is a European country. • Understand land use and how it differs between rural and urban areas.
Y4	**Knowledge and Skills to be developed:** • Identify human characteristics of Scarborough and how aspects have changed over time. (Land use i.e. retail, housing, marine drive, fishing) • Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use. • Identify physical characteristics of Scarborough and how aspects have changed over time. (Erosion of the cliffs, north/south bay) • Use eight points of a compass to describe a route. • Use keys and symbols to locate places on an ordnance survey map (castle, public conveniences, parking, information centre, theme/pleasure park, gardens) • Use fieldwork to observe, measure, record and present the human and physical features in the local area using	**Knowledge and Skills to be developed:** • 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 • Identify position of Tropics of Cancer, Capricorn, Artic and Antarctic Circle. (Introduce positioning of Rainforests around the world - why are they here? Discuss what might be traded? • Use maps, atlases, globes and digital/computer mapping to locate the countries. • Name and locate major cities of nearby counties – York, Leeds, Sheffield, Hull. Use eight points of a compass to describe a route. • Describe and understand key aspects of Human Geography – settlements and land use/ economic activity (migration link – why do people migrate here?)NB – this year link to Leeds and East Ayton as 2 contrasting places to 'MIGRATE' to. (East	**Knowledge and Skills to be developed:** • Understand geographical similarities of a region in the UK (Scarborough) and Greece (Athens) - rivers, mountains, climate, weather, economic activity, land use. • Know key mountains in the UK – Scarfell Pike, Ben Nevis, Mount Snowdon. • Know about a region of a European country. (Athens – rivers [Ilisos, Kifissos, Eridanus] mountains, climate zones, human/physical features i.e. The Parthenon, Mount Olympus, Acropolis, Ampitheatre, The Olympics). • Describe and understand key aspects of: - physical geography climate zones and Mountains - 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. • Introduce time zones and link to digimap. (Identify time zones from around the World - retrieval of

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		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
Future Learning		**Year 5** • Describe marine/coastal biomes • Trade links • Use four figure grid references to locate places on a map. • Physical and human features of Flamborough. • Use keys and symbols to locate places on an ordnance survey map.	**Year 5** • Name and locate counties of the UK. • Identify latitude and longitude, Prime/Greenwich/Meridian. • Locate rivers of the UK and the world. • Locate some of the world's greatest mountains. • Describe the features of a river from source to mouth. • Describe a mountain environment. • Understand how physical processes can cause hazards e.g., flooding. • Use maps/atlases/digital mapping to locate the world's mountains and rivers.	**Year 5** • Locate world's countries and major cities in North America. • Identify Time Zones in the world comparing North America to the UK. • Identify latitude and longitude, Prime/Greenwich/Meridian. • 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). • 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. • Use maps, atlases, globes, and digital/computer mapping to locate places in North America.
Vocabulary	**All**	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, Artic 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. York, Leeds, Sheffield, Hull	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.
	Most	compass points, North, South, East, West, North East, South East, South West, North West	population	densely/sparsely populated
	Some	county, population, physical/human factors.	climate zone, temperate zone, tropical zone, polar zone.	settlement patterns
Quality Texts		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)
Enrichment Activities (e.g. visitors/visits)		Peasholm Park – compass directions Scarborough Foreshore – land use Stepney Hill Farm	Old railway line – using a compass	
National Curriculum		**Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom **Human and physical geography**·	**Locational knowledge** • 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 Tropics	**Locational knowledge**· • 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 **Place knowledge**

	• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle· • 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 **Geographical skills and fieldwork·** • 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.	of Cancer and Capricorn, Arctic and Antarctic Circle. **Geographical skills and fieldwork·** • 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 **Human and physical geography·** • 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	• 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·** • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle· • 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

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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)	• 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: - 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.	• Identify the position of the Tropics of Cancer, Capricorn, Artic 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: - physical geography (volcanoes & mountains) - human geography (land-use Y4)	• Locate countries and cities on a map or atlas: Europe, North America, South America • Identify the position of the Tropics of Cancer, Capricorn, Artic and Antarctic Circle. • Describe geographical similarities of a region in the UK (Scarborough) and Greece (Athens) • Describe and understand key aspects of: - physical geography - human geography (land-use UK Y4) • Describe marine/coastal biomes
Y5	**Knowledge and Skills to be developed** • 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 Holback disaster happened • Describe marine/coastal biomes	**Knowledge and Skills to be developed** • 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** • 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.

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Future Learning		Year 6 • 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 • Identify positions of latitude and longitude • Study of the Amazon River	Year 6 • 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** • 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** • 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 including energy, food, minerals and water	**Locational knowledge** • 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** • describe and understand key aspects of • physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **Geographical skills and fieldwork**	**Locational knowledge** • 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 Prime/Greenwich Meridian and time zones (including day and night

	Geographical skills and fieldwork • 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	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Human and physical geography** • describe and understand key aspects of • physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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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** • Locate cities of the UK on maps: London, Manchester, Carlisle, Nottingham, Durham • Identify positions of latitude and longitude, Prime/Greenwich Merdian 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** • 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** • 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** • Use atlas, Digi maps 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** • 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? - 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:** • **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 Identity 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, landuse, • **A tale of two cities: London and Sao Paulo**

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			• 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.	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** • locate the world's countries, using maps to focus on Europe (including the location ofRussia) 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** • 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** • 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** • describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers,mountains, volcanoes and earthquakes, and the water cycle - 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	**Locational knowledge** • name and locate counties and cities of the United Kingdom, geographical regions andtheir identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understandhow some of these aspects have changed over time • identify time zones (including day and night) **Place knowledge** • 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** • describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers,mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activityincluding trade links, and the distribution of natural resources

		Geographical skills and fieldwork • 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	including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries anddescribe 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