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| **A picture containing logo  Description automatically generated**Logo  Description automatically generated with medium confidence **Primary School**  **Geography Curriculum Plan**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school.  The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It needs to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved.  Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Vocabulary List**   |  |  |  | | --- | --- | --- | | Baseline | Lower KS1 | Upper KS1 | | street  left  teacher  house  right  caretaker  bungalow  forwards  Head Teacher  school  backwards  cleaner  church  above  Police Officer  zebra crossing  under  doctor  traffic lights  tunnel  dentist  bridge  roundabout  map | near  transport  wind  far  lorry  snow  left  bus  rain  right  car  hail  building  summer  fog  plan  winter  wet  globe  autumn  dry  journey  spring  hot  travel  seasons  cold  long  short  wide  bungalow  junction  narrow  town  Village  farm | England  location  Dublin  Scotland  route  Equator  Northern Ireland  aerial view  North Pole  Eire  landscape  South Pole  Wales  environment  Irish Sea  North  London  North Sea  South  Edinburgh  English Channel  east  Cardiff  local  west  Belfast  distant  semi-detached  terraced  address  larger  smaller  behind  city  desert  ocean  beach  cliff  coast  forest  hill  mountain  sea  river  valley  soil  vegetation  seasonal  port  harbour  factory |   **Lower KS2 Vocabulary List**   |  |  | | --- | --- | | Settlement valley mountain community  Vegetation weathering landscape soil  erosion [within weathering] relief map  peat port political map loam  harbour cliff clay factory ocean lake  office fieldwork transport [carry]  industry sketch diagram compass  North East South East North West South West  Weather climate zone polar equator  Tropical longitude latitude environment | Greenhouse warm polytunnel contour humid  intensive farming height coastal arable farming  hydroponics evaporation market gardening  allotment precipitation mixed farming  distribution condensation organic farming  import hemisphere distance export  productivity scale native/ indigenous  natural resources grid reference sustainable  man-made materials satellite weathering/erosion  hemisphere settlement patterns natural disaster  tropical inland ox-bow lake polar  urban/ rural spring [water] trade |   **Upper KS2 Vocabulary List**   |  |  | | --- | --- | | climate/ weather flood plain deposition climate zones  meander transportation tributary surface confluence  vegetation belts sea level mouth river grid reference  source delta terrain products ox-bow lake features  industrial grid reference contour lines continent  landscape natural sub-continent water cycle  population development arid precipitation  irrigation evaporation condensation ground water  settlement industry tourist excursion | scale [maps] contours migrate naturalised Arctic  disperse indigenous Antarctic sustainability immigrant  renewable natural disaster survey population  natural resources questionnaire biomes canopy [trees]  latitude vegetation belts Ordnance Survey longitude  climate zones distance Greenwich/Prime Meridian  conservation scale Time zone  pollution grid reference Northern hemisphere export  symbols Southern hemisphere import  urban Tropic of Capricorn tropical rural  Tropic of Cancer equatorial land use Equator  Subterranean congestion latitude  Location pollution longitude  minutes[location] tectonic plates deforestation magma |   Geography is taught once each term in a 6-week block, alternating with History in conjunction with a two-year rolling programme. Each unit of work is based on a focus question and an enquiry approach is used to enable children to explore key skills and support progression throughout the unit. Immersion activities are used to hook the children at the beginning of a topic and, where appropriate, trips or visitors are used to enhance learning experiences. Each unit includes at least one extended writing opportunity with standards and expectations in line with those in core subjects. Learning and curriculum objectives are tracked and evidenced on Microsoft SWAYs shared on Teams and in topic books.  Each half term the children take part in a World Explorer Day where they “visit” different countries from different continents and explore their human and physical geography, culture, festivals and foods. |
| **The National Curriculum** |
| EYFS-Pupils should:   * Know that there are different countries in the world. * Talk about the differences in different countries they have experienced or seen in photos. * Use all their senses to find out about and make observations about their environment and talk about these observations using a wide vocabulary. * Talk about the need to respect and care for the natural environment and all living things. * Recognise and talk about some similarities and differences between life in this country and life in other countries. * Understand that some places are special to members of their community. * Recognise that some environments that are different to the one in which they live. * Draw information from a simple map.   Key Stage 1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  Locational Knowledge  • name and locate the world’s seven continents and five oceans  • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  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  • 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  • use basic geographical vocabulary to refer to   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   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  • 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  • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  Key Stage 2:  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.  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  • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  • identify 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)  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 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. |
| **Progression of Key Skills** |
| **Key skills** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Concept Strands** | | | | |  | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical skills and fieldwork** | | **Nursery**  **(see also Development matters-Understanding the World)** | Know that there are different countries in the world. | Talk about the differences in different countries they have experienced or seen in photos. | Use all their senses to find out about and make observations about their environment and talk about these observations using a wide vocabulary. | Talk about the need to respect and care for the natural environment and all living things. | | **EYFS**  **(see also Development matters-Understanding the World)** | Recognise and talk about some similarities and differences between life in this country and life in other countries. | Understand that some places are special to members of their community. | Recognise that some environments that are different to the one in which they live. | Draw information from a simple map. | | **When Covered** | How do I get there?  Which animals amaze you?  Can I tell you about different places? | What’s your favourite colour?  Which animals amaze you?  Can I tell you about different places? | What’s your favourite colour?  Can I tell you about different places? | How do I get there? | | **KS1**  **Substantive knowledge (to be personalised to your curriculum)** | Develop contextual knowledge of the location of globally significant places. Develop knowledge about the world, the United Kingdom and their locality. | Develop contextual knowledge of the location of globally significant places. Develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. | Children will understand key physical and human geographical features of the world. They will identify seasonal and daily weather patterns. | Can interpret geographical information from a range of sources. Communicate geographical information in a variety of ways. | | **KS1**  **Disciplinary**  **knowledge/skills** | \*Name and locate the world’s seven continents and five oceans;  \*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, capital city, world map, continent, ocean. | \*Compare the UK with a contrasting country in the world;  \*Compare a local city/town in the UK with a contrasting city/town in a different country;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand:, compare, capital city, , country, population, weather, similarities, differences, farming, culture, river, desert, volcano. | \*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;  \*Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;  \*Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | \*Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;  \*Use simple compass directions and locational and directional to describe the location of features and routes on a map;  \*Devise a simple map; and use and construct basic symbols in a key;  \*Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. | | **When Covered**  **(at the moment potentials)** | Which cities are important in the UK?  Where in the world would you find pirates?  How is living in Madagascar different from living here?  What lives in the oceans? | Where in the world would you find pirates?  Is the town or the country better- why?  How is living in Madagascar different from living here? | What is special about where we live?  Is the town or the country better- why?  Would you rather live in the town or the country?  What lives in the oceans? | Where in the world would you find pirates?  What is special about where we live?  What lives in the oceans? | | **Lower KS2**  **Substantive knowledge**  **(to be personalised to your curriculum)** | Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.  Develop contextual knowledge of the location of globally significant places – both terrestrial and marine.  Develop their understanding, recognising and identifying key physical and human geographical features. | 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 | Locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.  Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. | Collect, analyse and communicate a range of data gathered through fieldwork that deepens understanding of geographical processes. Interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). | | **Lower KS2**  **Disciplinary**  **knowledge/skills** | \*Locate the world’s countries, using maps, concentrating on environmental regions and key physical and human characteristics;  \*Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;  \*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;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. | \*Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;  \*Explore similarities and differences, comparing the human geography of a region of the UK and a contrasting environment.  \*Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;  \*Explore similarities and differences comparing the physical geography of a region of the UK and a contrasting environment such as a region of North America.  \*Use key vocabulary to demonstrate knowledge and understanding in this strand:, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. | Describe and understand key aspects of:  \*physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;  \*human geography, including: types of settlement and land use;  \*use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. | \*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;  \*Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;  \*Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. | | **When Covered**  **(at the moment potentials)** | *Where would you make a settlement on Dartmoor?*  *Is there a difference between where winter and summer Olympics are held?*  *What evidence of Roman life can we still see today?*  *Why did the Egyptians settle along the Nile?* | *Where would you make a settlement on Dartmoor?*  *Why do explosions and earthquakes happen?*  *What features do you find rivers or by coasts?* | *Why do explosions and earthquakes happen?*  *Is there a difference between where winter and summer Olympics are held?*  *Why did the Egyptians settle along the Nile?* | *Where would you make a settlement on Dartmoor?*  *When and where do earthquakes happen?*  *What evidence of Roman life can we still see today?*  *What features do you find rivers or by coasts?* | | **Upper KS2**  **Substantive knowledge**  **(to be personalised to your curriculum)** | Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe and South America.  Begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.  Develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. | 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 South America. | Locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Understand how these are interdependent and how they bring about spatial variation and change over time. Deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. | Become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth’s features at different scales are shaped, interconnected and change over time. | | **Upper KS2**  **Disciplinary**  **knowledge/skills** | \*Use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;  \*Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;  \*Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, South America, border, key. | \*Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of South America;  \*Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region of South America;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. | Describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, mountains 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;   \*Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. | \*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features;  \*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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. | | **When Covered**  **(at the moment potentials)** | *What impact does the war have on landscapes?*  *Why is the Earth unique in the solar system?*  *Why did the Vikings leave Scandinavia?*  *What would we eat if we didn’t have imports?* | *What impact does the war have on landscapes?*  *How is life different in South America?*  *Why did the Vikings leave Scandinavia?*  *What would we eat if we didn’t have imports?* | *Why is the Earth unique in the solar system?*  *How is life different in South America?*  *What would we eat if we didn’t have imports?*  *Was Plymouth more important in Tudor times than today?* | *What impact does the war have on landscapes?*  *How is life different in South America?*  *Why did the Vikings leave Scandinavia?*  *Was Plymouth more important in Tudor times than today?* | |
| **In order to assess impact - a guide** |
| Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Geography. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (know, want to learn, learnt) grid could be used and may be completed independently in books or constructed with the teacher.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books, dialogue, class scrapbooks, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  There is an expectation that Geography learning in books will be the same quality as that in English books. Marking and feedback in Geography should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on Geography vocabulary and the expectation is that children who are ARE will spell these correctly throughout their Geographical writing. |