



A geography curriculum planned with aspirations for pupils to leave North Wheatley C of E Primary with:

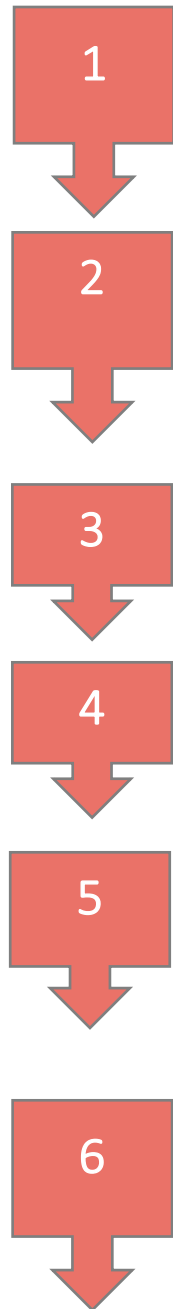
- The ability to make sense of the world in which they live, a secure understanding of the world and their place within it.
- The ability to think deeply about real world issues and to draw on a skills set to measure and interpret, have fluent specialist knowledge and to organise their learning and know the next steps through metacognition
- The study of places and the relationships between people and their environments
- The ability to transfer knowledge from and to other areas of the curriculum
- A passion for our world and the ability to think like a geographer when making decisions about sustainability and the environment



GEOGRAPHY KNOWLEDGE STRANDS



Subject Progression Framework



- Recap prior knowledge and other areas of geography studied, building on learning that has taken place in previous years.
- Introduce enquiry question and discuss what they already know.

- Start the learning by teaching key knowledge in a hand-on way. This should focus on teaching new vocabulary and key knowledge required to develop and apply geographical skills.
- Opportunities to address misconceptions developed.

- Staff to continuously refer to the key enquiry question throughout the progression of lessons and give pupils the opportunity to discuss what they have learnt so far.
- Pupils provided with scaffolds and open-ended questions to deepen understanding of their learning and apply their answers and ideas through practical, hands-on and explorative experiences.
- Use a range of sources to help build up a wider knowledge of the focus subject and begin to use disciplinary skills to delve deeper into the subject and have a better understanding in preparation for the end of unit outcome.

- Demonstrating understanding of enquiry question through and end point outcome.
- Consolidation of learning to take place by providing pupils with the opportunity to share their learning. Ensure that communication and language development is at the core of this.

Locational Knowledge

'Knowing where's where', building on pupils' locational knowledge helps pupils to identify specific features as well as to build their own identity and develop their sense of place; develop an appreciation of distance and scale and learn about the orientation of the world.

Place Knowledge

'Being able to locate or orient oneself with respect to the larger global space and to other places' Place is a physical area that can be located on a map and place knowledge brings meaning to locations and processes studied.

Human and Physical Processes

Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics. Human geography looks at the impact and behaviour of people and how they relate to the physical world.

Geographical Skills

Through fieldwork, pupils encounter geographical concepts first-hand and connect their learning in classrooms with the complexity of the real world. Through observing, collecting data for themselves, analysing it and describing their findings, pupils learn how to observe and record the environment around them.

CURRICULUM STRANDS	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL PROCESSES	GEOGRAPHICAL SKILLS	Communication and Language Development
EYFS	See EYFS Tapestry Curriculum for Birth to Early Learning Goal Curriculum. The EYFS Tapestry feeds into the Key Stage One Curriculum.				
Key Vocabulary	Earth, England, North Wheatley, home	city, town, country (use everyday language to describe environments)	weather and seasons	map, globe, directions	
KS1 Year 1  Year 2 	- Can name and locate the world's seven continents and five oceans - Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Understands 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 (<i>opportunities to explore links with Nepal</i>).	- Can 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 - Can use basic geographical vocabulary to refer to: key physical features - Can use basic geographical vocabulary to refer to: Key human features	- Use world maps, atlases and globes - Use simple compass directions - Use aerial photos and construct simple maps - Undertake simple fieldwork within school locality	- Pupils are able to use key geographical vocabulary when taking part in group discussions. - Pupils engage in hands-on learning that require them to share and develop their understanding of geographical ideas verbally. - Pupils talk about what they see when exploring visually and practically.
Key Vocabulary	Africa, Antarctica, Asia, Australia, Europe, North America, South America; Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast; Irish Sea, North Sea, Celtic Sea, English Channel	human geography, physical geography, compare, contrast	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; city, town, village, factory, farm, house, office, port, harbour and shop	north, south, east, west, map, atlas, globe, photos, fieldwork	

CURRICULUM STRANDS	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL PROCESSES	GEOGRAPHICAL SKILLS AND FIELDWORK	Communication and Language Development
LKS2 Year 3  Year 4 	- Can locate the world's countries, using maps, focusing on Europe (<i>and Nepal</i>). Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Can name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) - Can name and locate North Wheatley and the surrounding villages on a map. Identify our local towns, county and their human and physical characteristics. - Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Understands 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.	- Can describe and understands key aspects of physical geography, focusing on climate zones, biomes and vegetation belts. - Can describe and understands key aspects of human geography, including types of settlement and land use.	- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Is able to 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.	- Pupils use language linked to places and names of places with a growing confidence. - They are able to discuss key themes using focus vocabulary to share and develop their understanding. - Human & Physical Process focus on pupils' ability to describe – this should begin as a verbal description. - Communicate effectively with others when working with a partner / in groups when taking part in fieldwork and hands-on exploration.
Key Vocabulary	Countries, cities, atlases, globe , environmental region, characteristics, capital cities, human, physical, topographical features, locate, identify, locate	Compare, contrast, similarities, differences, human features, physical features, regions	research, investigate, discover, map, keys, symbols, differences, study, describe	Atlas, map, globe, digital mapping, OS maps, Ordnance Survey maps, symbols, keys, Features, reasoned opinions, countries Survey, collate, data, record, observe, data handling, graphs, charts, results, compare, contrast, locality, measure, conclusions	

CURRICULUM STRANDS	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL PROCESSES	GEOGRAPHICAL SKILLS AND FIELDWORK	Communication and Language Development
UKS2 Year 5  Year 6 	- Can locate the world's countries, using maps to focus the locations of Russia, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <i>(This is an opportunity to explore school links with Nepal).</i> - Can name and locate counties and cities of the United Kingdom and geographical regions, focusing on land-use patterns and understand how some of these aspects have changed over time. - Can identify the significance of Prime/Greenwich Meridian and time zones (including day and night).	Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.	- Can describe and understands key aspects of physical geography, focusing on rivers, mountains, volcanoes and earthquakes. <i>(This is an opportunity to explore school links with Nepal).</i> - Can describe and understand the water cycle. - Can describe and understands key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy, food, minerals and water. <i>(This is an opportunity to explore school links with Nepal).</i>	Build upon the Y3/4 objectives- introducing new key vocabulary. - Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Is able to 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.	- Pupils use language linked to places and names of places with confidence. - They are able to discuss key themes using focus vocabulary to share and develop their understanding. - Human & Physical Process focus on pupils' ability to describe – this should begin as a verbal description. - Communicate effectively with others when working with a partner / in groups when taking part in fieldwork and hands-on exploration.
Key Vocabulary	changes, discuss, investigate, critical, topography, topographical features, Northern hemisphere, Southern hemisphere, predict, Land use patterns, significance, Equator, significance, position, latitude, longitude, Prime Meridian, Greenwich Meridian, time zone, digital mapping	climate zone, biome, climate, weather, temperature, humidity, rainfall, locate, identify.	implications, patterns, describe, label, assumptions, Suggest, reasoned opinions, locate, explain, distribution, Reflect, importance, value, locate, conclusions, similarities,	Atlas, map, globe, digital mapping, OS maps, Ordnance Survey maps, symbols, keys, Features, reasoned opinions, countries Survey, collate, data, record, observe, data handling, graphs, charts, results, compare, contrast, locality, measure, conclusions	

Cohort attainment and progress tracker

(Entering=E, Beginning=B, Developing=D, Meeting=M, Exceeding=Exc, Greater Depth Standard=GDS)

Continuous dialogue reflecting yearly progress of learning and notes to feedforward for future planning.

Cohort's Achievement Each Term (%)							
		E	B	D	M	Exc	GDS
Year 1	Autumn						
	Spring						
	Summer						
Year 2	Autumn						
	Spring						
	Summer						
Year 3	Autumn						
	Spring						
	Summer						
Year 4	Autumn						
	Spring						
	Summer						
Year 5	Autumn						
	Spring						
	Summer						
Year 6	Autumn						
	Spring						
	Summer						

	Notes and feedforward (Individual pupils, group, class)	QA by Subject Leader
EYFS		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

