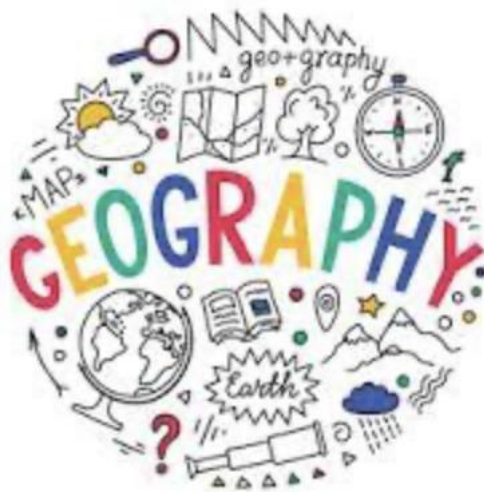




Geography Curriculum

Intent, Implementation and Impact

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with skills and aspirations to reach their full potential in mind, body, heart and spirit.

Intent

All areas of our curriculum are underpinned by our Gospel values, with meaningful links to these values woven throughout each subject. At the heart of every subject is a set of core skills that form a clear learning journey from EYFS to Year 6, with skills progressively developing as children move through the school. Knowledge is carefully sequenced to ensure coverage of the National Curriculum, enabling children to apply and develop their skills. Children leave St Giles' and St George's with the knowledge, skills and Christian and moral values they need for the next stage of their education and life. Through real-life experiences, we aim to raise aspirations and develop a lifelong thirst for wisdom and knowledge.

The intention of the St Giles' and St George's Geography learning journey is to inspire pupils to develop a deep knowledge and understanding of the world and the places in which they live. We aim to help children understand how people and environments are connected, recognise their impact on the world around them and understand how they can make a positive difference. Through carefully developed geographical knowledge and skills, children are equipped to explore, question and understand the world, while developing the confidence and curiosity to continue learning throughout their lives.



Implementation

St Giles' and St George's Geography learning journey follows a spiral curriculum model, where previous knowledge and skills are revisited and built upon. Children develop both **declarative knowledge** – the geographical facts and understanding of the world – and **procedural knowledge** – the ability to apply this knowledge and use geographical skills in different contexts.

Geography is taught in alternate terms for two hours every two weeks. Lessons use active learning to build and secure foundational understanding, alongside strategies that promote deeper thinking. Assessment and feedback focus on addressing misconceptions and identifying next steps. In Geography, the following journey is used for lessons: Recap - Explore – Teach – Practise and questioning – Apply – Review. Active learning opportunities are planned into topics as much as possible. At the end of each topic, children show their understanding by recording their answers to the key question.



In Geography, work is recorded in an exercise book and marked in line with the marking policy. Where appropriate, practical activities are uploaded to EvidenceMe or photographed for books.

EYFS



Reception Theme Subject Journey



Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

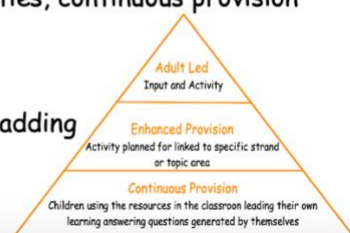
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



taught as

the World
learning

development. Children in Reception will explore a range of geographical skills and questions through their theme for the

Geography is
part of the
Understanding of
area of the EYFS
and

half term. Where appropriate, lessons will take the same form as the rest of the school: explore, teach, practise, apply and review. There will then be an independent activity relating to the input. All classrooms have an investigation station. As part of this, geography-based enhanced provision will be planned for. Children also have access to geography-based resources which they are free to use as part of the child-initiated provision. Evidence of these lessons and other learning around geography can be found on Evidence Me linked to the appropriate statements and ELG.

ELG	Understanding the World	People, Culture and Communities	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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.
		The Natural 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. - Understand some important processes and changes in the natural world around them, including the seasons.

Impact

The specific impact of the St Giles' and St George's Geography Learning Journey is that children will (as stated in the national curriculum):

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We want our geographer to be:



Formative as
Summative a
the end of th

Adaptive Teaching Strategies

feedback.
framework at
ad

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
- Alternative methods of recording (talking tins, laptops, creative tasks) - Differentiated tasks - Visual supports - Word banks/phonic maps - Pre-teaching of vocabulary - Teaching of key skills - Coloured overlays - Timers and chunked activities - Use of practical apparatus - Sit close to the board - Allow extra time	- Talking tins - Pre-teaching language - Visuals to support - Social stories - Now/Next - Increased focus on Oracy and developing talk opportunities - Thinking time - Explicit instructions - Makaton signs - Steps to success (one task at a time)	- Brain and movement breaks - Calmbrain - Reward time - Reflection areas (weighted blankets) - Sensory/fidget toys - Sit near to the teacher - Steps to success (one task at a time) - Peer buddies	- Own learning space (workstation) - Brain breaks - Appropriate seating - Fidget toys - Adapted resources (scissors, rulers etc) - Sloping board - Alternative methods of recording - Wobble cushions - Use of a sensory areas (tent) - Chew buddies - Pencil grips/sloping boards

Our Gospel Values

EYFS <u>Attentive and Discerning:</u> What is the weather like at this time of year? <u>Curious and Active</u> How does where we live compare to the woods? Earth or the moon, where would you prefer to live? What do I like about where I live? <u>Faith- filled and Hopeful</u> Where do I hope to travel to?	KS1 <u>Loving and Compassionate</u> What is there for me to do at the seaside? <u>Faith- filled and Hopeful</u> Locate the churches of St Giles and St Georges on a local map. When have I had to have faith and be brave? <u>Grateful and Generous</u> What am I thankful for in our world? Are we lucky to live in the United Kingdom?
LKS2 <u>Grateful and Generous</u> Is everyone lucky enough to have water? <u>Curious and Active</u> How do Earth's actions affect people and the environment? How can we be more conscious of where our food comes from? <u>Learned and Wise:</u> What changes can I make to look after our planet?	UKS2 <u>Compassionate and loving:</u> What do I like most about my local area? <u>Faith filled and hopeful:</u> How can we protect the Amazon? <u>Attentive and Discerning:</u> What changes in the world might take place again that will affect me in my lifetime? <u>Learned and Wise</u> How should we look after our land?

Geography Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Marvellous Me 	Theres no place like home 	Once upon a time 	Life on the farm 	A pirates life for me 	Commotion in the ocean 
KS1 Year A			What is it like here?  What excites me about the future?	 Would you prefer to live in a hot or cold place?  What is true happiness?  		
KS1 Year B	What is the weather like in the UK? 					
LKS2 Year A			Are all settlements the same? (Stoke)  What is the purpose of the earth?			
LKS2 Year B			Why are rainforests important to us?  How do we know we've found all of the colours or the world?		Why do people live near volcanoes?  Why do people have to suffer?	
UKS2 Year A			Why do oceans matter?  What is a perfect world and how would we achieve it?		Why do populations change?  Where does your identity come from?	
UKS2 Year B			Where does energy come from? What lasts forever?			

National Curriculum Links

KS1			LKS2			UKS2		
Would you prefer to live in a hot or cold place?	What is it like to live here?	What is the weather like in the UK?	Are all settlements the same?	Why are rainforests important to us?	Why do people live near volcanoes?	Why do oceans matter?	Why do populations change?	Where does energy come from?
Name and locate the world's seven continents and five oceans. Compare 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 and key human features. Use world maps, atlases and globes to identify countries, continents and oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to key physical features and key human features. Use world maps, atlases and globes to identify countries, continents and oceans. 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	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions 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 world maps, atlases and globes to identify the UK. 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	Identify seasonal and daily weather patterns in the UK. 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.	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. Name and locate counties and cities of the UK, 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. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Describe and understand key aspects of 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 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 UK 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,	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation, rivers and the water cycle. Describe and understand key aspects of 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.	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. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical geography, including: belts, volcanoes and earthquakes. Describe and understand key aspects of: human geography, including: types of settlement and land use, energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.	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 UK, 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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.	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. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Describe and understand key aspects of 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 maps, atlases, globes and digital/computer mapping to locate	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 UK, 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). Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Describe and understand key aspects of 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 maps, atlases, globes and digital/computer mapping to locate countries and describe

			plans and graphs, and digital technologies.				countries and describe features studied. 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.	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 UK 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.
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Geographical Knowledge and Skills

Locational Knowledge

	KS1	LKS2	UKS2
Knowledge	To know that the United Kingdom is made up of four countries and their names. To name some characteristics of the four capital cities of the UK To name the capital cities of the four countries of the UK	To know the names of countries and major cities that we have studied. To know the main types of land use (Agricultural, industrial, commercial, residential, recreational and transportation). To start to know the four main types of settlements. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region, the countries with the hottest climates.	To know most counties and cities in the UK. To know that London and the Southeast regions have the largest population in the UK. To start to know all the world's biomes.
Skills	See using maps on progression of skills	See using maps on progression of skills	See maps on progression of skills

Place Knowledge

	KS1	LKS2	UKS2
Knowledge	To know that places have similarities and differences.	To know why places, have similarities and differences. To know the negative and positive effects of living near a volcano and impact of an earthquake. To know that climate has an impact on trade and land use.	To know that climate has an impact on trade To know the impact of humans on different environments
Skills	To name similarities and differences between two contrasting towns.	To describe similarities and differences between two contrasting places (size and location)	To describe similarities and differences between two contrasting places (culture and environment)

Human Knowledge

	KS1	LKS2	UKS2
Knowledge	To know that human features mean any feature of an area that was made or built by humans. To know that human features change over time. Describing and understanding the differences between a city, town and village.	To know different types of settlement and land use. To know how a locality has changed over time, giving examples human features. To know how humans can impact the environment both positively and negatively.	To know which factors are considered before people build settlements. Recognising geographical issues affecting people in different places and environments. Understanding the distribution of natural resources globally. To know that natural resources can be used to make energy. To know some positive and negative impacts of humans on the environment.

Skills	To identify human features in two contrasting locations. To explain why a settlement has grown in a particular location	Identifying key human characteristics of different types of settlement (key landmarks such as housing, transport and historic landmarks).	Identifying key human characteristics of key cities (key landmarks such as housing, transport and historic landmarks). To explain the impact of trade links on locations To describe geographical issues affecting people.
Physical Features			
	KS1	LKS2	UKS2
Knowledge	To know that physical features mean any feature of an area that is on the Earth naturally. To know the four seasons of the UK. To know that different parts of the UK often experience different weather. To know that weather conditions can be measured and recorded. To know that the Equator is an imaginary line around the middle of the Earth. To know the location of hot and cold places around the world.	To explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. To know the world's biomes and the hottest biomes are found between the tropic of cancer and Capricorn. Understanding some of the causes of climate change. To know that climates can influence the foods able to grow. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.	To know why the ocean is important. To understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. To understand alternative viewpoints to environmental issues. To know environmental issues are linked to climate change.
Skills	To identify physical features in two contrasting locations. Describing how the weather changes with each season in the UK. Describing the daily weather patterns in Newcastle Under Lyme.	To describe how physical features have changed over time. To describe physical features in contrasting locations	To describe how physical features of geographical regions have changed over time. To describe physical characteristics of geographical regions



Geography Progression of Skills

	KS1	LKS2	UKS2
Question 	Recognising there are different ways to answer a question.	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions.
Observe 	Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Observing, recording, and naming geographical features in their local environments.	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
Measure 	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	Designing a questionnaire/interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection.

Record 	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.	Using a simplified Likert Scale to record their judgements of environmental quality.
Present 	Presenting data in simple tally charts or pictograms and commenting on what the data shows.	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies
Using maps 	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Labelling some features on an aerial map.	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied To locate features on an OS map.	Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using atlases, maps, globes, and digital mapping to recognise and describe human and physical features Recognising an increasing range of OS symbols on maps and locating features using six-figure grid references
Locational and directional language 	Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass.	Accurately using 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass.
Creating maps 	Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.	Using a simple key on their own map to show an example of both physical and human features.	Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.
Vocabulary 	Human features (buildings, roads, parks, schools) physical features (hills, rivers, trees), survey, map, pictogram, telly chart, ocean, North, South, East and West near, far, left, right, atlas, globe, nation, symbol (and previous year)	Geographical features (rivers, forests, urban areas), quantitative data, OS map, fieldwork, compass points (N, E, S, W, NE, SE, SW, NW), scale, aerial photograph, geographical inquiry (and previous year)	Biomes, vegetation belts, environment, Likert Scale, settlement, grid reference, urban, rural, aerial images, special distribution, topography, geospatial technology, environmental impact (climate change) (and previous year)
Locations to be studied	UK – Newcastle -under-Lyme, London, Cardiff, Edinburgh, Belfast (What is the weather like and What is it like to live here) UK – Newcastle under Lyme, North and South Poles and Nairobi (Hot and Cold place)	Newcastle under Lyme and local area (local woodland study) and South America - Amazon – Why are rainforest important to us? Iceland– Why do people live near Volcanoes? Newcastle under Lyme and local area and New Delhi – Are all settlements the same?	North America – USA- Where does energy come from Australia/ Great Barrier Reef – Oceans UK – Population change



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Topic Overviews (for planning and assessment)

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 - What is it like here?		
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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 some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	Recognising there are different ways to answer a question. To know that the United Kingdom is made up of four countries and their names. To name some characteristics of the four capital cities of the UK To name the capital cities of the four countries of the UK Using an atlas to locate the four capital cities of the UK (Belfast, London, Cardiff and Edinburgh). Recognising some human features in Newcastle-Under-Lyme (housing, town, cinema and shops). To know that human features mean any feature of an area that was made or built by humans. To know that human features change over time. Describing and understanding the differences between a city, town and village. To know that physical features mean any feature of an area that is on the Earth naturally. Recognising some physical features in two contrasting locations. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map using symbols to represent human and physical features. Use world maps, atlases and globes to identify the United Kingdom Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Labelling some features on an aerial map. To explain why a settlement has grown in a particular location	Observing, recording and naming geographical features in their local environments. Use atlases, globes, satellite images and beginning to use digital mapping to locate countries studied. Labelling some features on an OS map.
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, Human Features: buildings, roads, parks, schools etc. Physical features: hills, rivers, trees		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 - Would you prefer to live in a hot or cold place?		
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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 some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	Recognising there are different ways to answer a question. Using a world map, globe and atlas to locate all the world's seven continents and five oceans. Naming some key similarities and differences between Newcastle under Lyme and another town. Describing and begin to explain some key similarities and differences between two different countries. To know that human features mean any feature of an area that was made or built by humans and to know that they change over time. Describing and understanding the differences between a city, town and village. To know that physical features mean any feature of an area that is on the Earth naturally. Describing what physical features may occur in a hot place in comparison to a cold place. To know that the Equator is an imaginary line around the middle of the Earth. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Use world maps, atlases and globes to identify continents and oceans studied Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. To know that places have similarities and differences. To know the location of hot and cold places around the world.	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass.

Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, Human Features: buildings, roads, parks, schools etc. Physical features: hills, rivers, trees

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 - What is the weather like in the UK?		
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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 some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	Describing the daily weather patterns in Newcastle Under Lyme. Using an atlas to locate the four capital cities of the UK. Describing and understanding the differences between a city, town and village. To know that physical features mean any feature of an area that is on the Earth naturally. Describing how the weather changes with each season in the UK. Describing the daily weather patterns in Newcastle Under Lyme. To know the four seasons of the UK. To know that different parts of the UK often experience different weather. To know that weather conditions can be measured and recorded. Recognising there are different ways to answer a question. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Observing, recording and naming geographical features in their local environments Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing.
Key Vocabulary: survey, map, pictogram, telly chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, Human Features: buildings, roads, parks, schools etc. Physical features: hills, rivers, trees		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
Prior knowledge and skills	LKS2 - ~~How do settlements fit the land?~~	Next step skills
LKS2 - Why are rainforests important to us?		
Recognising how settlements are in different relations to each other on a map. Sketching and answering simple questions about human and physical features of a local area and surrounding areas. Representing human and physical features. Using locational language and the compass points to describe the location of features on a map. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Beginning to choose the best approach to answer an enquiry question. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. To know the names of countries and major cities that we have studied. Locate countries using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in different countries. To know how humans can impact the environment both positively and negatively. Identifying key human characteristics of different locations (key landmarks such as housing, transport and historic landmarks). Describing how physical features have changed over time. To know how the physical features and the changes found between the tropic of cancer and Capricorn). To know how the physical features are similar and different to grow. To know how the physical features are similar and different to grow.	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry question. Using an aerial photograph to locate features on a map using basic symbols for a key-based question.
Key Vocabulary: survey, map, pictogram, tally chart, ocean, North, South, East, West, near, far, left, right, atlas, globe, nation, symbol, local area, map, direction (up, down, left, right), feature (tree, playground, classroom), environment, nature, place, qualitative data, OS map, fieldwork, scale, aerial photograph, geographical inquiry Human Features: buildings, roads, parks, schools etc. Physical features: hills, rivers, trees, forests,		

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
LKS2 - Why do people live near volcanoes?		
Recognising there are different ways to answer a question. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, oceans and continents studied. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Beginning to choose the best approach to answer an enquiry question. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. To know the names of countries and major cities that we have studied. Locate countries using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in different countries. To know the negative and positive effects of living near a volcano and impact of an earthquake. To know how humans can impact the environment both positively and negatively. Identifying key human characteristics of different locations (key landmarks such as housing, transport and historic landmarks).	Developing their own enquiry question. Selecting appropriate methods for data collection. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features of different countries.

	Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	
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Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
UKS2 - Why do oceans matter?		
Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, oceans and continents studied. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Observing, recording, and naming geographical features in their local environments. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. To locate features on an OS map. Using a simple key on their own map to show an example of both physical and human features. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass.	Developing their own enquiry questions Selecting appropriate methods for data collection. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Accurately using 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. To start to know all the world's biomes. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features of different countries. Describe and explain the similarities and difference between England and another country (culture and environment). To know some positive and negative impacts of humans on the environment. To know why the ocean is important. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. To understand alternative viewpoints to climate change.	Conduct an Independent Fieldwork Investigation - pupils create their own enquiry question and elect data collection methods such as surveys, observations, sketches, and photographs. They can then present their findings using graphs, maps, annotated drawings, and digital presentations. Develop Advanced Map Skills - practise using 6-figure grid references and 8-point compass directions through map-based challenges. Compare and evaluate the use of Ordnance Survey maps, atlases, globes, and digital mapping tools. Locate and describe physical and human features in different regions. Investigate Global Biomes and Environmental Change - Study all major world biomes, their vegetation belts, climates, and locations. Explore how human activity affects these environments, including both positive and negative impacts. Examine the importance of oceans in regulating climate and supporting life.
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Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
UKS2 - Why do populations change?		
Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, oceans and continents studied. Observing, recording, and naming geographical features in their local environments. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. To locate features on an OS map. Using a simple key on their own map to show an example of both physical and human features. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Developing their own enquiry questions Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Confidently locating features using the 8 points of a compass. Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key To know most counties and cities in the UK. To know that London and the Southeast regions have the largest population in the UK. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features of different countries. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Understanding how climates impact on trade. Describe and explain similarities and difference between two environmental regions studied (culture and environment). To know which factors are considered before people build settlements. To explain the impact of trade on locations To know some positive and negative impacts of humans on the environment. Identifying key human characteristics of key cities (key landmarks such as housing, transport and historic landmarks). Identifying physical characteristics of the geographical regions. To describe how physical features of geographical regions have changed over time.	Strengthen Independent Geographical Enquiry - Develop more sophisticated enquiry questions and justify the choice of data collection methods. Collect, analyse and evaluate data independently, selecting the most effective way to present findings using a range of graphical and digital techniques. Advance Mapping and Spatial Awareness Skills - Increase accuracy when using six-figure grid references, Ordnance Survey symbols, scale, and sketch mapping. Use a wider range of maps and digital mapping tools to compare locations, identify patterns, and explain geographical relationships. Deepen Understanding of Human and Physical Geography - Explain how physical features, climate, trade, settlements, and population distribution influence the development of regions and cities. Analyse how human activities have changed environments over time and evaluate the impacts on different places and communities.
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Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
UKS2 - Where does energy come from?		
Beginning to choose the best approach to answer an enquiry question. Designing a questionnaire/interviews to collect quantitative fieldwork data. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, oceans and continents studied. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Observing, recording, and naming geographical features in their local environments. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations and writing. To locate features on an OS map. Using a simple key on their own map to show an example of both physical and human features.	Developing their own enquiry questions Selecting appropriate methods for data collection. Using a simplified Likert Scale to record their judgements of environmental quality. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features of different countries. To know environmental issues are linked to climate change. Understanding how climates impact on trade. Describe and explain similarities and difference between two environmental regions studied (culture and environment). Recognising geographical issues affecting people in different places and environments. Understanding the distribution of natural resources globally. To know some positive and negative impacts of humans on the environment. To understand alternative viewpoints to climate change.	Develop Analysis and Evaluation Skills - Use fieldwork data, including Likert scale results, to draw conclusions, identify patterns, and evaluate environmental quality with increasing accuracy and justification. Deepen Understanding of Global Interconnections - Explore how climate, trade, natural resources, and environmental issues are linked, and explain how these connections affect different regions and populations around the world. Strengthen Critical Thinking about Environmental Change - Compare different perspectives on climate change and environmental issues, using geographical evidence to support reasoned opinions about human impacts and possible solutions.

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Human Features: buildings, roads, parks, schools etc.

Physical features: hills, rivers, trees, forests