**Let Your Light Shine as a Geographer**

**Geography Curriculum Learning Sequence and Intent**

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| **Intent** | To inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want to equip pupils with knowledge about diverse places, people, resources, natural and human environments and a deep understanding of the Earth’s key physical and human processes. Our lessons are intended to improve pupils’ geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. We want our pupils to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth’s features at different scales are shaped, interconnected and change over time |
| **What does enrichment look like in this subject?** | Geography learning will be enriched through visits and visitors and activities that to go beyond the planed geography curriculum. Teachers will plan opportunities and experiences that may not fit into the National Curriculum, but are outside its boundaries to further enhance the joy and wonder our pupils experience from geography. Visits and residential trips, where pupils experience different locations, landscapes and cultures and social and economic diversity are used to develop not only their geographical understanding, but also enhance their cultural and geographical capital and support the acquisition of SMSC values. |
| **Curriculum design/**  **implementation** | 1. **Cycle of learning –** This cycle of intent is based on a 3 year programme. This is to take account of the way our year groups are organised into classes. 2. **Frequency of teaching and learning – a topic each term** 3. **Learning, working and talking like a geographer -** The promotion of a language rich geography curriculum is essential to the successful acquisition of knowledge and understanding. That means being introduced to the key vocabulary that a geographer would use; defining the key vocabulary that a geographer would use and having high expectations of pupils ‘talking’ like a geographer. A progression of vocabulary acquisition is included with this document. 4. **Knowledge organisers and vocabulary development –** we useknowledge organisers which outline the specific knowledge and vocabulary all pupils must master. This knowledge contained within the organisers is reviewed regularly to support learners’ ability to lock in learning and increase space in the working memory. 5. **Published support –** Teachers use a range of support materials to help deliver an exciting curriculum**.** Medium Term planning –teachers should use the medium term plans from Twinkl and PlanBee 6. **Planning learning outcomes –** Teachers decide what learning outcomes their classes produce based on their interests, current world events and strong meaningful links to other curriculum areas. 7. **Progression of skills and knowledge –** Alongside this intent document, runs a progression document that details the skills and knowledge pupils will experience. 8. **Enquiry based learning –** Each topic focuses on key geographical enquiry questions**:** Where is this place? What is it like and why? How and why is it changing? How does this place compare with other places? How and why are places connected? Learning, especially within KS1 will focus heavily on use of the outside leavening environment. 9. **Cumulative curriculum –** Knowledge builds on knowledge. The more you know, the easier it is to acquire more knowledge. Therefore, our curriculum is sequenced cumulatively, always building upon prior knowledge. The curriculum is a spiral in which the paths of knowledge and understanding are deepened over time in increasingly complex ways. This spaced repetition over time with constant retrieval is what we use to make learning stick.   **Incidental work –** Knowledge and understanding are woven into pupils’ everyday learning through early morning work, ‘What’s in the news’ discussions, assemblies and cultural experience days. |
| **Impact** | Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. If pupils are keeping up with the curriculum, they are to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:   A reflection by teachers and pupils on standards achieved against the planned outcomes; Tracking of knowledge through marking and observations;  Pupil discussions about their learning with their books planned learning outcome. We look for pupils being happy learners within geography who have experience of a wide range of learning challenges within the subject and know appropriate responses to them. Pupils talk enthusiastically about their learning in geography and are eager to further their learning in the next stages of their education. They will have retained knowledge that is pertinent to geography within a real-life context. They understand what geography is and how geography ‘happens’ in their local area and have a good understanding about the world around them and how it has been shaped. |
| **Additional information** | **Learning Environment –** The learning environment around the school should reflect the value we give to geography within the curriculum. Atlases, globes should be instantly accessible. World maps should be on permanent display. |

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| **Learning in EYFS – Geography** | | | |
| In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the **Characteristics of Effective Teaching and Learning**. These are:  **Playing and exploring** – children investigate and experience things, and ‘have a go’;  **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake;  **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.  In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas. | | | |
| **EYFS Understanding the World Educational Programme (Statutory)** | | | |
| Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension | | | |
| **EYFS UW People and Communities (Geography) Skills** | | | |
| **Locational knowledge** | **Geographical skills and fieldwork** | **Place Knowledge** | **Manmade and natural geography** |
| Describe the immediate environment, using new vocabulary where appropriate. Know the name of the road, and town that school is located in. Talk about a range of contrasting environments within their local region. | Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. | Find out about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Teach children about a range of contrasting environments within both their local and national region. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. | Observe the natural world and how the seasons change, talking about the weather and seasonal features. Note and record the weather. Use images and texts to share with children about the changing seasons. Explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping) Model the vocabulary needed to name specific features of the world, both natural and made by people |
| Development Matters: (Non-Statutory Guidance)  • Draw information from a simple map.  • Recognise some similarities and differences between life in this country and life in other countries.  • Recognise some environments that are different from the one in which they live.  • Understand the effect of changing seasons on the natural world around them. | | | |
| **Assessment** | | | |
| • Listen to what children say about what they see.  • Using new vocabulary: name specific features of the world, both natural and made by people.  • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  • Look for children incorporating their understanding of the seasons and weather in their play. | | | |
| **Vocabulary** | | | |
| Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural | | | |
| ELG: People, Culture and Communities (Statutory) | | | |
| Children at the expected level of development will:  • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps. | | | |
| **Key Stage 1 Geography** | | | |
| **Locational Knowledge:**  • Name and locate the world’s seven continents and five oceans.  • Name, locate and identify characteristics of the four countries and capitals of the UK.  **Place Knowledge:**  • Understand geographical similarities and differences through studying the human and physical geography of a contrasting non -EU country. Human & physical geography: • Identify seasonal and daily weather patterns in the UK 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 etc.  • Key human features including: city, town, village, factory, farm, house, office, shop, port and harbour.  **Geographical skills and fieldwork:**  • Use of maps, atlases and globes.  • Use of directional language to describe locations. | | | |

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| **Year 1 / 2** | **1**  Hot and Cold Places | **2**  Weather and fieldwork Skills | **3**  Comparing Countries of the UK | **4** |
| Context for learning | Pupils will learn the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and pupils’ own locality. They will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Pupils learn about using atlases, world maps and globes, along with using aerial photographs to recognise human and physical features including landmarks. | Pupils will know about different types of weather in their immediate environment along with the four seasons. The pupils will then have the opportunity to build on this knowledge by studying hot and cold areas of the world and the impact of weather types. Pupils will have opportunities to observe and record the weather, present their own weather forecasts | Pupils will learn about the countries of the UK developing learning beyond pupils’ immediate environment and own locality to the UK in general. Pupils will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. |  |
| Learning intent and knowledge development | Know and explain some similarities and difference between the natural world around them and contrasting environments | Understand some important processes and changes in the natural world around them including the seasons. | Recognise and explain some similarities and differences between life in this country and life in other countries |  |
| **Learning Sequence**  **Prior Learning links to**  **ELGs** | Place Knowledge | Geographical Skills and Fieldwork | Local Knowledge | . |
| **Future learning and knowledge** | Mountains, Volcanoes and Earthquakes- One of the most fascinating phenomena of the world. Pupils will find out where volcanoes are found before looking at how and why volcanoes erupt. They will explore the positive and negative impact of eruptions on the environment. Pupils find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Pupils will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region. | Water and Weather- Pupils look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time and weather zones. | Villages, Towns and Cities- Pupils look at their local area as the explore different features of the community. Pupils start by using maps to spot familiar places and give directions to and from local points of interests. Pupils will learn the difference between physical and human features. They will examine local area and create a survey of jobs and travel. |  |
| Locational Knowledge | Year 1   * Name and locate the country they live on and their town and local area * Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas * Begin to match boundaries of these countries on different scale maps of the UK   Year 2 includes the above skills and   * Name and locate the world’s seven continents and five oceans   Begin to match boundaries of countries on different scale maps | | | |
| Place Knowledge | Year 1   * Know and talk about 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   Year 2 includes the above skills and   * Know and begin to understand and explain 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   Begin to recognise how places are linked to other places in the world | | | |
| Human Geography | Year 1   * Begin to understand what is meant by physical and human features of a place * Identify key human features of a place including city, town, village, farms, houses, churches, roads   Year 2 includes the above skills and   * Understand what is meant by physical and human features of a place and give examples to demonstrate their knowledge. * Identify key human features of a place including factory, hamlet, port, harbour, settlements, transport links, population, bridges   Begin to compare the human geographical features of places | | | |
| Physical Geography | Year 1   * Identify seasonal and daily weather patterns in the UK * Identify the location of hot and cold areas of the world * Identify key physical features including woods, hills mountains, dessert, coast line, rivers, lake   Year 2 includes the above skills and   * Identify the location of hot and cold areas of the world in relation to the Equator and the North and south Poles * Identify key physical features including beach, cliff, sea, ocean, national park, vegetation, farmland, forest, valley   Begin to compare the physical geographical features of places | | | |
| Geographical skills, Directions, Field work | Year 1   * Use simple fieldwork and observational skills to begin to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. * Use simple directional language to describe the location of what they observe – near far, left, right, next to   Year 2 includes the above skills and   * Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.   Use simple compass directions – North South East West to describe the location of features and routes on a map | | | |
| Using Maps | Year 1   * Use world maps, atlases and globes to identify the UK and its countries, their local area and any countries studied * Use simple directional language to describe the location of features on a map and simple routes on a map – near far, left, right, next to * Use a simple picture map to move around the school and recognise that it represents a place/places   Year 2 includes the above skills and   * Use world maps, simple atlases and globes to identify the UK and its countries, countries, continents and oceans studied and begin to spatially match places e.g. recognise the UK on small and large scale maps. * Use a simple key to identify features on a map * Follow a route on a map using NSEW, left, right   Use aerial photographs and plan views/perspectives to recognise landmarks and basic human and physical features. | | | |
| Making Maps | Year 1   * Draw picture maps of imaginary places * Use their own symbols on imaginary maps   Year 2 includes the above skills and   * Draw/devise maps of a real place – e.g. add detail to a sketch map from an aerial photo.   Begin to understand the need for a key. Use class agreed symbols to make a simple key | | | |

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| **Year 3/4** | 1 | 2 | 3 | 4 | 5 | 6 |
| Context for learning | Villagers, Towns and Cities | Mountains, Volcanoes and Earthquakes | Water and Weather | Rivers | Migration | Natural Resources |
| Learning Overview | Pupils look at their local area as the explore different features of the community. Pupils start by using maps to spot familiar places and give directions to and from local points of interests. Pupils will learn the difference between physical and human features. They will examine local area and create a survey of jobs and travel. | One of the most fascinating phenomena of the world. Pupils will find out where volcanoes are found before looking at how and why volcanoes erupt. They will explore the positive and negative impact of eruptions on the environment. Pupils find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Pupils will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region. | Pupils look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time and weather zones. | Pupils will find out about the water cycle, how rivers are formed and explore the journey from source to mouth  Pupils will find out more about why rivers are so important to the towns and villages that have developed on their banks. Pupils will learn the names and locations of the major rivers of the UK and the world. Fieldwork Focus – Carding Mill Valley | Pupils head back in time to find out how the towns and cities of the UK first developed. Pupils will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, pupils will investigate land use in different sized settlements and the ways in which settlements are linked together. | Pupils investigate the places around them and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK. Pupils find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the pupils will learn about the benefits of trading internationally, as well as the risks The pupils will also learn about fair trade. |
| **Learning Sequence**  **Prior learning** | Comparing countries of the UK- Pupils will learn about the countries of the UK developing learning beyond pupils’ immediate environment and own locality to the UK in general. Pupils will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. | Hot and Cold Places- Pupils will learn the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and pupils’ own locality. They will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Pupils learn about using atlases, world maps and globes, along with using aerial photographs to recognise human and physical features including landmarks. | Hot and Cold Places- Pupils will learn the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and pupils’ own locality. They will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Pupils learn about using atlases, world maps and globes, along with using aerial photographs to recognise human and physical features including landmarks. | Comparing countries of the UK- Pupils will learn about the countries of the UK developing learning beyond pupils’ immediate environment and own locality to the UK in general. Pupils will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. | Weather and Fieldwork Skills-Pupils will know about different types of weather in their immediate environment along with the four seasons. The pupils will then have the opportunity to build on this knowledge by studying hot and cold areas of the world and the impact of weather types. Pupils will have opportunities to observe and record the weather, present their own weather forecasts | Weather and Fieldwork Skills-Pupils will know about different types of weather in their immediate environment along with the four seasons. The pupils will then have the opportunity to build on this knowledge by studying hot and cold areas of the world and the impact of weather types. Pupils will have opportunities to observe and record the weather, present their own weather forecasts |
| **Future learning** | Local Fieldwork- Children will be able to explain what fieldwork is and what the purpose of fieldwork is. They will explore how geographers can help people by doing different types of fieldwork and how maps are used for fieldwork. Children will learn about what a field sketch is and how a geographer makes one. They will understand what the difference is between quantitative and qualitative data.  Including what a questionnaire is and what a survey is. From this, children will learn about how surveys and questionnaires are conducted and how different types of graphs can be used to present data. Finally, children will be conducting fieldwork and exploring how different types of data have been collected. | Population- Children will learn how many people live on the planet. And what the population density is around the world. They will explore which regions are the most populous and what the population density and distribution is around the UK. They will discuss how the global population has risen over the last several centuries and why the population of the UK has risen over the last several centuries. Children will learn how improved healthcare can affect population and what an ageing population is. They will understand how an ageing population develops within a country and how Japan has attempted to address its ageing population. They will learn about population pyramids and how a population pyramid is used. Finally, children will learn about global food security and what the challenges to food security are. | Biomes- Children will  Learn to describe what a biome is and to name the six of the Earth’s biomes. They will also learn how to describe what these six biomes are like and why they exist. They will explore why some parts of the Earth are hotter than others and why some parts of the Earth are drier than others. Children learn about why deserts are so hot and dry and why there is a climate emergency. They will also examine why some animals and plants are vulnerable to climate change. | Globalisation- Children will learn what globalisation is and when globalisation began. They will explore how containers have contributed to globalisation and how communication has changed. They will learn about how the internet has contributed to globalisation and what the advantages and disadvantages of the internet are. They will understand how globalisation has increased trade and what the advantages and disadvantages of trade globalisation are as well as what trade agreements are. Children will also explore fast fashion and what the environmental and human costs of fast fashion are. Finally, children will learn about the ten companies that dominate global food production and how so few companies control so much and what the impacts of TNCs are. | Slums- Children will understand more about what life is like in a contrasting location. They will describe what a slum is and what life is like for those who live there. They will explore the challenges as well as the options for the future. Children will experience how to plan improvements and how these will be funded within a restricted budget. | Energy and Sustainability-Children will learn why the environment is under so much pressure today and they will discuss examples of sustainable and unsustainable practices. They will explore what new technology is encouraging sustainability and the ways humans can generate energy. They will be able to name ‘renewable’ and ‘non-renewable’ forms of energy and what fossil fuels are. They will learn which countries rely on renewable energy and the types of renewable energy they use. Finally, they will examine how renewable energy is generated and what we can we learn from Curitiba and Freiburg. |
| Locational Knowledge | . Year 3 includes the above skills and   * Name and locate the world’s seven continents and five oceans on a world map * Locate and name the countries making up the British Isles with their capital cities * Start to locate and name European countries and their cities * Locate Shropshire on a map and name the main towns and rivers * Name the major hill ranges, mountains and rivers of the UK   Identify the position of the equator N and S hemisphere and the Tropics of Cancer and Capricorn  **Year 4**   * **Locate the main countries of Europe inc Russia and identify their capital cities** * **Locate and name the main counties surrounding Shropshire and identify closest large towns and cities** * **Identify the longest rivers in the world, the largest deserts, the highest mountains, use specialist maps to locate tectonic plates. On a world map locate areas of similar environmental regions – deserts, rainforest, mountainous regions** * **Identify the position and significance of the Equator, N and S hemispheres, tropics of Cancer and Capricorn** | | | | | |
| Place Knowledge | Year 3 includes the above skills and  Be able to talk about and describe the main similarities and differences between a region of the UK with a region in Europe or North or South America  **Year 4**  **Understand geographical similarities and differences through a deeper study of the human and physical geography of a region the UK, a region in a European country and a region within North or South America** | | | | | |
| Human Geography | Year 3 includes the above skills and   * Know the difference between a hamlet, village, town and city and begin to understand why people chose to settle in places to create towns or cities. (history)   Begin to become familiar with some human geography aspects – introduce the concept of trade and fair trade  **Year 4**   * **Begin to know about different types of settlements in modern Britain**   **Begin to be able to talk about the different land use in a location – rural, suburban, intercity spaces, greenbelts** | | | | | |
| Physical Geography | Year 3 includes the above skills and   * Begin to describe the key aspects of physical geography including rivers and a simple understanding of the water cycle (excluding transpiration)   Begin to become familiar with some physical geography aspects – volcanoes and earthquakes  **Year 4**   * **Become familiar with some key aspects of physical geography – rivers and the water cycle including transpiration, climate zones, vegetation belts and biomes, mountains** * **Begin to be able to talk about the different land used in a location – rural, suburban, intercity spaces and greenbelts.** | | | | | |
| Geographical skills, Directions, Field Work | Year 3 includes the above skills and   * Use fieldwork to observe and record the human and physical features in the local area using these methods: *sketch maps, plans, graphs, and digital technology*   Learn the eight points of a compass  Y**ear 4**   * **Use fieldwork to observe, *measure* and record the human and physical features in the local area using these methods: *sketch maps, plans, graphs, and digital technology, questionnaires*** * **Revisit and deepen and secure knowledge of the eight points of the compass from year 3** | | | | | |
| Using Maps including Grid References | Year 3 includes the above skills and   * Use maps, atlases globes and digital computer mapping – Goole Earth – to locate countries and boundaries and describe features studied such as mountains or seas. * Follow a route on a map with some accuracy   Learn 2 figure grid references using letters or number grid references to locate features on a map  **Year 4**   * **Use maps, atlases globes and digital computer mapping – Goole Earth – to locate countries and boundaries and describe features studied such as mountains, climate zones and rivers.** * **Follow a route on a large scale map and small scale map**   **Learn how to give a 4 figure grid reference using maps and atlases** | | | | | |
| Making Maps | Year 3 includes the above skills and   * Make a map of a short route experienced with features in the correct order. * Make a simple plan drawing * Know why a key is needed   Begin to use standard OS symbols  **Year 4**   * **Revisit the skill of making a map of a short route experienced, with features in the correct order** * **Make a simple scaled drawing** * **Know why a key or legend is important and the range of these found on maps and in atlases. Begin to use these to find out some information about world features e.g. population, land use, land elevation** * **Recognise and begin to use standard OS map symbols** | | | | | |

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| **Year 5/6** | **1** | 2 | 3 | 4 | 5 | *6* |
| Context for learning | **Slums** | Biomes | Energy and Sustainability | Local Fieldwork | Population | Globalisation |
| Learning Overview | Children will understand more about what life is like in a contrasting location. They will describe what a slum is and what life is like for those who live there. They will explore the challenges as well as the options for the future. Children will experience how to plan improvements and how these will be funded within a restricted budget. | Children will  Learn to describe what a biome is and to name the six of the Earth’s biomes. They will also learn how to describe what these six biomes are like and why they exist. They will explore why some parts of the Earth are hotter than others and why some parts of the Earth are drier than others. Children learn about why deserts are so hot and dry and why there is a climate emergency. They will also examine why some animals and plants are vulnerable to climate change. | Children will learn why the environment is under so much pressure today and they will discuss examples of sustainable and unsustainable practices. They will explore what new technology is encouraging sustainability and the ways humans can generate energy. They will be able to name ‘renewable’ and ‘non-renewable’ forms of energy and what fossil fuels are. They will learn which countries rely on renewable energy and the types of renewable energy they use. Finally, they will examine how renewable energy is generated and what we can we learn from Curitiba and Freiburg. | Children will be able to explain what fieldwork is and what the purpose of fieldwork is. They will explore how geographers can help people by doing different types of fieldwork and how maps are used for fieldwork. Children will learn about what a field sketch is and how a geographer makes one. They will understand what the difference is between quantitative and qualitative data.  Including what a questionnaire is and what a survey is. From this, children will learn about how surveys and questionnaires are conducted and how different types of graphs can be used to present data. Finally, children will be conducting fieldwork and exploring how different types of data have been collected. | Children will learn how many people live on the planet. And what the population density is around the world. They will explore which regions are the most populous and what the population density and distribution is around the UK. They will discuss how the global population has risen over the last several centuries and why the population of the UK has risen over the last several centuries. Children will learn how improved healthcare can affect population and what an ageing population is. They will understand how an ageing population develops within a country and how Japan has attempted to address its ageing population. They will learn about population pyramids and how a population pyramid is used. Finally, children will learn about global food security and what the challenges to food security are. | . Children will learn what globalisation is and when globalisation began. They will explore how containers have contributed to globalisation and how communication has changed. They will learn about how the internet has contributed to globalisation and what the advantages and disadvantages of the internet are. They will understand how globalisation has increased trade and what the advantages and disadvantages of trade globalisation are as well as what trade agreements are. Children will also explore fast fashion and what the environmental and human costs of fast fashion are. Finally, children will learn about the ten companies that dominate global food production and how so few companies control so much and what the impacts of TNCs are. |
| **Learning Sequence**  **Prior learning** | Migration- Pupils head back in time to find out how the towns and cities of the UK first developed. Pupils will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, pupils will investigate land use in different sized settlements and the ways in which settlements are linked together. | Water and Weather- Pupils look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time and weather zones. | Natural Resources- Pupils investigate the places around them and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK. Pupils find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the pupils will learn about the benefits of trading internationally, as well as the risks. The pupils will also learn about fair trade. | Villages, Town and Cities- Pupils look at their local area as the explore different features of the community. Pupils start by using maps to spot familiar places and give directions to and from local points of interests. Pupils will learn the difference between physical and human features. They will examine local area and create a survey of jobs and travel. | Mountains, Volcanoes and Earthquakes- One of the most fascinating phenomena of the world. Pupils will find out where volcanoes are found before looking at how and why volcanoes erupt. They will explore the positive and negative impact of eruptions on the environment. Pupils find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Pupils will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region. | Rivers- Pupils will find out about the water cycle, how rivers are formed and explore the journey from source to mouth  Pupils will find out more about why rivers are so important to the towns and villages that have developed on their banks. Pupils will learn the names and locations of the major rivers of the UK and the world. Fieldwork Focus – Carding Mill Valley |
| **Future learning** | Development- Distribution of global wealth and the effectiveness of development indicators. Reasons for global inequality and location of Africa’s’ key physical and human features. Distribution and characteristics of Africa's climate zones and population distribution across Africa. Development status of UK & Burkina F and causes of underdevelopment in BF. Causes/solutions of/to desertification (Magic stones & afforestation) and Causes /solutions of/to geographic & economic challenges (Rail/Fairtrade) | The Weather- Definition of weather and climate. The distribution of global biomes and Key stages of the water cycle. The formation of relief, convectional and frontal rain and factors causing UK climate variation. Characteristics of extreme weather and impacts & responses of extreme weather (Case study examples) Factors impacting microclimate environment. | Energy- UK’s energy composition and fossil fuel formation. Human causes of climate change since the last ice age and impacts of climate change. Examples of renewable energy and advantages and disadvantages of renewable/non-renewable energy. Sustainable mitigation strategies and advantages and disadvantages of fracking. | Rocks- Distribution of the UK’s uplands and types of rock and their formation. Formation of limestone and the impact of weathering on limestone landscapes. Formation of limestone features (below/above ground) and advantages and disadvantages of tourism in the Yorkshire Dales | Development- Distribution of global wealth and the effectiveness of development indicators. Reasons for global inequality and location of Africa’s’ key physical and human features. Distribution and characteristics of Africa's climate zones and population distribution across Africa. Development status of UK & Burkina F and causes of underdevelopment in BF. Causes/solutions of/to desertification (Magic stones & afforestation) and Causes /solutions of/to geographic & economic challenges (Rail/Fairtrade) | Development- Distribution of global wealth and the effectiveness of development indicators. Reasons for global inequality and location of Africa’s’ key physical and human features. Distribution and characteristics of Africa's climate zones and population distribution across Africa. Development status of UK & Burkina F and causes of underdevelopment in BF. Causes/solutions of/to desertification (Magic stones & afforestation) and Causes /solutions of/to geographic & economic challenges (Rail/Fairtrade) |
| Locational Knowledge | Year 5 includes the above skills and   * Locate the main countries in Europe and North or South America. Locate and name principal cities * Locate and name some main counties and cities in England * Begin to be able to compare land use maps of the UK from the past with the present focusing on land use * Identify the position and significance of latitude/longitude and the Greenwich Meridian on time zones, day and night   **Year 6 includes the above skills and**   * **Locate the main countries in Africa, Asia, Australasia/Oceania, Identify their main environmental regions, physical and human characteristics and major cities** * **Continue to compare land use maps of the UK from the past with the present focusing on land use**   **Name and locate the key topographical features including coasts, features of erosion, hills, mountains and rivers and understand how these features have changed over time** | | | | | |
| Place Knowledge | Year 5 includes the above skills and   * Compare a region in the UK with a region in N or S America with significant differences and similarities * Compare 2 different regions in the UK – rural/urban   **Year 6 includes the above skills and**   * **Compare a region in the UK with a region in N or S America with significant differences and similarities and be able to explain the some of the reasons for these similarities and differences**   **Compare 2 different regions in the UK – rural/urban be able to explain the some of the reasons for the similarities and differences observed** | | | | | |
| Human Geography | Year 5 includes the above skills and   * Be able to describe and understand some key aspects of human geography including trade between UK and Europe * Begin to understand about fair/unfair distribution of resources and fair trade * Start to understand the importance of the distribution of some natural resources – water focus.   **Year 6 includes the above skills and**   * **Be able to describe and understand key aspects of human geography including trade between UK and Europe** * **Understand about fair/unfair distribution of resources and fair trade**   **Be able to talk about the importance of the distribution of some natural resources – water, energy, food, minerals, power** | | | | | |
| Physical Geography | Year 5 includes the above skills and   * Be able to describe and understand some key aspects of physical geography – rivers and the water cycle including transpiration, climate zones, vegetation belts and biomes and mountains   **Year 6 includes the above skills and**  **Be able to describe and understand some key aspects of physical geography – rivers and the water cycle including transpiration, climate zones, vegetation belts and biomes and mountains** | | | | | |
| Geographical skills, Directions Field Work | Year 5 includes the above skills and   * Continue to use fieldwork to observe, *measure* and record the human and physical features in the local area using these methods: *sketch maps, plans, graphs, and digital technology, questionnaires* * Confidently use eight points of the compass   **Year 6 includes the above skills and**   * **Continue to use fieldwork to observe, *measure* and record the human and physical features in the local area using these methods: *sketch maps, plans, graphs, and digital technology, questionnaire and to be able to explain what their frilled work shows.*** | | | | | |
| Using Maps including grid References | Year 5 includes the above skills and   * Continue to use maps, atlases globes and digital computer mapping – Google Earth with increasing confidence to locate countries and boundaries and describe features studied such as mountains, climate zones and rivers. * Begin to compare maps with aerial photographs * Measure a straight line distance on a plan * Select a map for a specific purpose – atlases for finding South America. OS map to find Newtown/Welshampton * Strengthen knowledge of how to give a 4 figure grid reference using maps and atlases   **Year 6 includes the above skills and**   * **Continue to use maps on a range of** **scales to include non-UK countries, atlases globes and digital computer mapping – Google Earth with increasing confidence to locate countries and boundaries and describe features studied such as mountains, climate zones and rivers** * **Deepen understanding of matching map images with aerial/satellite images** * **Begin to use a scale to measure distance** * **Learn how to read/give 6 figure grid references**   **Begin to investigate how to read and give a latitude and longitude reading** | | | | | |
| Making Maps including OS symbols | Year 5 includes the above skills and   * Begin to draw a variety of thematic maps based on their own data * Draw a sketch map using symbols and a key * Know and use OS map symbols * Use key or legends on maps and in atlases to find information about features of places e.g population, land use, land elevation   **Year 6 includes the above skills and**   * **Continue and deepen ability to draw a variety of thematic maps based on their own data** * **Begin to draw plans of increasing complexity**   **Use and recognize a wide range of OS map symbols and use atlas symbols** | | | | | |

**Vocabulary Progression**

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|  | **EYFS Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Maps** | North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right photographs | As in year 1 and…  aerial photograph sketch map locate key | As in KS1 and…  North East/North West /South East/South West/4 figure grid reference/ OS map/ scale | As in Year 3 and…  large scale map/medium scale map/features | As in year 3 and 4 and…  satellite images/primary sources/secondary sources/evidence/OS map symbols | As in year 3,4,5 and…  navigate/6 figure grid reference |
| **Fieldwork** | house/tree/bus stop/path/road/shop/field /train track/church/ sand/grass Newtown/Wem/ school/busy/ quiet/ building/ playing field/ playground/ investigate | As in year 1 and…  fieldwork/collect/record/ observe/Shropshire/ | As in KS1 and…  analyse/draw conclusions/ compare | As in Year 3 and…  Sources | As in year 3 and 4 and…  evidence/influences | As in year 3,4,5 and…  land use/patterns/explain |
| **Place and location** | Newtown/Wem/ England Hot/ cold/ similar/ different/ United Kingdom/ human/ physical/ North Sea/ Irish Sea/ England/ Scotland/ Wales/ Northern Ireland/London/Belfast/ Edinburgh/Cardiff | As in year 1 and…  Shropshire/ The Midlands/Britain/Continent/  Africa/ Antarctica/ Asia/ North America / South America/Australia/ Europe | As in KS1 and…  China/Antarctica/Brazil/ Sahara/ /equator/ Northern Hemisphere/ Southern Hemisphere/ environment | As in Year 3 and…  France/Spain/Italy/ Greece/ Middle East/ Pompeii/ North America (Mt St. Helens) / Pacific Ocean Ring of Fire  Longitude/latitude | As in year 3 and 4 and…  Scandinavia/ Finland/ Sweden/ South America, Peru and Mexico/ Tropic of Cancer/ Tropic of Capricorn/ topographical features | As in year 3,4,5 and… |
| **Human and physical geography** | Compass, North, South, East and West, near, far, left and right United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop | As in year 1 and…  Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop | As in KS1 and…  **types of settlement** (rural/hamlet/dispersed/scattered /nucleated)  **Introduction to climate zones**: Extreme environments hot/cold/rainforest/vast ice cover/ dry/ wet/ desert  **Volcanoes**  Volcano crust vent crater core ash mantle eruption ring of fire lava magma active dormant extinct) | As in Year 3 and…  **rivers**  (flood plain, meanders, waterfall, valley, mouth, source, spring, stream, erosion, upper course, middle course, lower course, tributaries, delta, erosion)  **mountains**  (convergent boundary, fold mountains) (Himalayan mountains across China)  **types of settlement** (rural/hamlet/dispersed/ scattered/nucleated)  **distribution of natural resources**  including energy, food, minerals and water (water, gas, coal, oil, wood, iron) | As in year 3 and 4 and…  **climate zones** (tropical/temperate/polar)  biomes (tundra/shrub land/rainforest/ grassland/desert /temperate/savannah) and vegetation belts  **water cycle** (evaporation, condensation, precipitation, atmosphere, climate, water vapour, surface run-off, transpiration, percolation)  **types of settlement** (rural/hamlet/dispersed/ scattered/nucleated) land use (housing, recreation, educational, transport, roads, leisure, commercial) **economic activity including trade links**, (agriculture, mining, manufacturing, engineering, construction, exchanging, ) | As in year 3,4,5 and…  **earthquakes** divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity) **economic activity** including trade links, (agriculture, mining, manufacturing, engineering, construction, exchanging) |