

## Geography Curriculum Progression

### **Meeting the needs of all children**

At Starcross Primary School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to the learning of Geography and to be supported in this process. To that end we teach Geography to all children. Geography forms part of the school's commitment to providing a broad and balanced education to all children. Through our teaching of Geography, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs, making adaptations to the lessons being taught as necessary. Teachers deliver content and provide scaffolding for individuals through a range of resources and IT equipment. Children are encouraged to work independently, in pairs and in groups. All pupils experience trips, visits and visitors giving our disadvantaged children the enrichment opportunities they need to develop their depth of understanding, apply their knowledge and broaden their vocabulary.

### **Endpoints and expectations**

We will use the benchmarking expectations in 'A Progression Framework for Geography' produced by the Geographical Association, to help plan an engaging and challenging key stage that provides opportunities for pupils to make progress. We will assess three aspects of achievement in geography:

- Contextual world knowledge of locations, places and geographical features.
- Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space.
- Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

**By the end of EYFS:**

**Understanding the world**

**ELG: People, Culture and Communities**

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, non-fiction texts and, when appropriate, maps.

**ELG: The natural world**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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 and changing states of matter.

**Contextual world knowledge of locations, places and geographical features**

Demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts

**By the end of Key Stage 1** (expectations by age 7) children will:

**By the end of Lower KS2** (expectations by age 9) children will:

**By the end of Key Stage 2** (expectations by age 11) children will build on their prior knowledge and extend this further. Children will:

Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including global significant physical and human features and places in the news.
--	--	--

**Understanding of the conditions, processes and interactions that explains features, distribution patterns and changes over time and space**

Extend from the familiar and concrete to the unfamiliar and abstract  
 Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments  
 Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs

<b>By the end of Key Stage 1</b> (expectations by age 7) children will:	<b>By the end of Lower KS2</b> (expectations by age 9) children will:	<b>By the end of Key Stage 2</b> (expectations by age 11) children will build on their prior knowledge and extend this further. Children will:
Show understanding by describing the places and features they study using simple geographical vocabulary, identify some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.

Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information

Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information		
<b>By the end of Key Stage 1</b> (expectations by age 7) children will:	<b>By the end of Lower KS2</b> (expectations by age 9) children will:	<b>By the end of Key Stage 2</b> (expectations by age 11) children will build on their prior knowledge and extend this further. Children will:
Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

### **Early Years Foundation Stage**

The statements that are applicable to the development of children’s geographical understanding and knowledge are drawn from *Understanding the World* and *The Natural World*, where children are guided to make sense of their physical world and their community; and *Mathematics*, where children’s positional language and descriptions of routes and locations is progressed.

<b>Knowledge Skills and Understanding Break Down for Geography</b>
Foundation Stage

- All children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.
- All children know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
- All year children will explore the natural world around them, making observations. They will recognise some environments that are different to the one in which they live. They will understand important process and changes like the seasons and weather.
- Geography in the EYFS focuses on the development area of Understanding the World. In the EYFS children are given opportunities throughout the year within their continuous provision to explore, ask and answer questions about the immediate environment, local area, school grounds, family, local community, seasons, and weather. They will talk about members of their immediate family and community.
- In the EYFS understanding of the World is developed through the year and revisited in line with children's interest and learning needs. Planning is flexible and where links can be made to the wider world, discussion of space, place and people they will be.
- All children will be introduced to the wider world around them through key teaching of space, place, and people and, through further exploration, begin to offer thoughts and ideas and recognise similarities and differences between life in their country and life in other countries.
- All children will be given opportunities to develop understanding of key skills such as early map reading and develop their own journey maps that encourage key geographical vocabulary

	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
--	------------	-------------	-------------

Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.

**KS1 Geography National Curriculum**

*Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.*

Children can:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.

Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.

**KS2 Geography National Curriculum**

*Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.*

*Children can develop contextual knowledge of the location of globally significant places (e.g. India)*

*Children develop their understanding, recognising and identifying key physical and human geographical features (e.g. rivers)*

Children can:

- locate the world's countries, using maps to focus on environmental regions and key physical and human characteristics;
- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer

Children begin to explore South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.

**KS2 Geography National Curriculum**

*Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places*

*Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.*

Children can:

- use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers,

		<p>and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;</p> <ul style="list-style-type: none"><li>● use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li></ul>	<p>and land-use patterns; showing change over time;</p> <ul style="list-style-type: none"><li>● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</li><li>● use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</li></ul>
--	--	---	--

Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.

**KS1 Geography National Curriculum**

*Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.*

*Children begin to understand basic vocabulary relating to human and physical geography.*

Children can:

- compare the UK with a contrasting country in the world (Kenya and India);
- compare a local city/town in the UK with a contrasting city/town in a different country (Somalia);
- use key vocabulary to demonstrate knowledge and understanding in this strand: compare, capital city, country, population, weather, similarities, differences, farming, culture, Africa, Somalia, Mogadishu, river, desert, volcano.

Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.

**KS2 Geography National Curriculum**

*Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.*

Children can:

- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom (Exeter and London);
- explore similarities and differences, comparing the human geography of a region of the UK and a region of Italy or India for example;
- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom (Dartmoor) and Ecuador;
- explore similarities and differences comparing the physical geography of a region of the UK and a region of India and Italy;

Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.

**KS2 Geography National Curriculum**

*Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.*

Children can:

- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of North America (California) and South America (Peru);
- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country (Scandinavia focus - Arctic);
- use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography,



		<ul style="list-style-type: none"><li>• use key vocabulary to demonstrate knowledge and understanding in this strand: physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</li></ul>	land use, settlement, economy, natural resources. Amazon rainforest, land use, retail, leisure, housing, business, industrial, agricultural.
--	--	--	--

## Human and physical Geography

Building on EYFS knowledge of how environments may vary. Children begin to learn about the human features of geography.

### **KS1 Geography National Curriculum**

*Children will understand key human and physical and human geographical features of the world. They identify seasonal and daily weather patterns.*

Children can:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They begin to understand the impact of humans on the earth.

### **KS2 Geography National Curriculum**

*Children locate a range of the world's most significant human and physical features.*

*Explain how physical features have formed, why they are significant and how they can change.*

*Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.*

Children can describe and understand key aspects of:

- physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- human geography, including: types of settlement and land use;
- use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling,

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

### **KS2 Geography National Curriculum**

*Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.*

Children can describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- human geography, including: types of settlement and land use, economic activity including trade links California and Peru, and the distribution of

		<p>filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>natural resources including energy, food, minerals and water;</p> <ul style="list-style-type: none"><li>● use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</li></ul>
--	--	---	--

Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

**KS1 Geography National Curriculum**

*Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.*

Children can:

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- use simple compass directions and locational and directional to describe the location of features and routes on a map;
- devise a simple map; and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;
- use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

**KS2 Geography National Curriculum**

*Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs.*

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use,

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

**KS2 Geography National Curriculum**

*Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.*

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey,

	chart, pictogram, world map, country, continent, human, physical.	urban, rural, population, coordinates.	legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
--	---	--	---

**Key concepts in Geography**

<b>Location knowledge</b>	This includes understanding and knowing the following: The 7 continents of the world. The major oceans and seas. Lines of latitude and longitude. The equator and what lies to the north and south of it and the climates relating to these areas
<b>Place knowledge</b>	This will include knowing information about specific towns, cities, and countries in Europe and the rest of the world
<b>Human features</b>	Human features in Geography are parts of the world's land and seascapes that have been shaped by people. These include: settlements, trade, economic activity and the consequences of human actions such as pollution and CO2 emissions.
<b>Physical features</b>	Physical features in Geography are parts of the world's land and seascapes that have been formed naturally. These include: rivers, lakes, deserts and mountains.
<b>Skills and fieldwork</b>	Using maps (digital and paper), symbols, aerial photographs, globes and compasses to identify locations, characteristics, features and distances between contrasting locations. Conducting investigations to discover more about specific geographical features of an area.

## Geography Curriculum plan by Year Group

	Autumn	Spring	Summer
1	Our Wonderful World	Bright lights, big City	School Days (History Project)
2	Let's explore the world	Coastline Use of Materials (Science Project)	Magnificent Monarchs (History Project)
3	Our planet, Our World Through the Ages (History Project)	Rocks, Relics and Rumbles	
4	Interconnected World	Misty mountain, winding river	
5	Investigating our world	Sow, Grow and Farm	Ground breaking Greeks (History Project)
6	Our Changing World	Frozen Kingdoms	

## Knowledge, Skills and Understanding Broken Down for Geography

	Locational knowledge	Place Knowledge	Human and physical Geography	Geographical Skills and Fieldwork
<b>Year 1</b>	<p><b>Our Wonderful World</b> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><b>Bright Lights, Big City</b> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p>	<p><b>Our Wonderful World</b> 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.</p> <p><b>Bright Lights, Big City</b> 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</p>	<p><b>Our Wonderful World</b> 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, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Bright Lights, Big City</b> 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, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features,</p>	<p><b>Our Wonderful World</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Bright Lights, Big City</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>

			<p>including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>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.</p> <p>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.</p> <p><b>School Days (History project)</b></p> <p>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.</p> <p>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.</p>
<p><b>Year 2</b></p>	<p>Let's Explore the World Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries</p>	<p>Let's Explore the World Understand geographical similarities and differences through studying the human and physical geography of a small</p>	<p>Let's Explore the World Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in</p>	<p>Let's Explore the World Use world maps, atlases and globes to identify the UK and its countries, as well as the</p>



	<p>and capital cities of the UK and its surrounding seas.</p> <p><b>Coastline</b> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>area of the UK, and of a small area in a contrasting non-European country.</p> <p><b>Coastline</b></p>	<p>relation to the Equator and the North and South Poles.</p> <p><b>Coastline</b> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Coastline</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</p>
--	--	---	---	--

				<p>map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Uses of Materials (Science project)</b> 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.</p> <p><b>Magnificent Monarchs (History project)</b> 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.</p>
<p><b>Year 3</b></p>	<p><b>Our Planet, Our World</b> 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</p>	<p><b>Our Planet, Our World</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><b>Rocks, Relics and Rumbles</b> Understand geographical similarities and differences through the study of human and</p>	<p><b>Through the Ages (History Project)</b> 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.</p> <p><b>Our Planet, Our World</b> Describe and understand key aspects of physical geography,</p>	<p><b>Our Planet, Our World</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>

	<p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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).</p> <p><b>Rocks, Relics and Rumbles</b> 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.</p> <p>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).</p>	<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>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.</p> <p><b>Rocks, Relics and Rumbles</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>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.</p> <p><b>Rocks, Relics and Rumbles</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
<p><b>Year 4</b></p>	<p><b>Interconnected World</b> 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</p>	<p><b>Misty Mountain, Winding River</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p>	<p><b>Interconnected World</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p><b>Interconnected World</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Y4</p>

	<p>physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Misty Mountain, Winding River</b> 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.</p>	<p>European country, and a region within North or South America.</p>	<p>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.</p> <p><b>Misty Mountain, Winding River</b> 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.</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b>Misty Mountain, Winding River</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
--	---	--	---	---

<p style="text-align: center;"><b>Year 5</b></p>	<p><b>Investigating Our World</b>          Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.          Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.          Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Sow, Grow and Farm</b>          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.</p>	<p><b>Investigating Our World</b>          Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p><b>Investigating Our World</b>          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.</p> <p><b>Sow, Grow and Farm</b>          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.</p>	<p><b>Investigating Our World</b>          Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.          Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.          Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Sow, Grow and Farm</b>          Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b>Groundbreaking Greeks (History Project)</b>          Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

<p style="text-align: center;"><b>Year 6</b></p>	<p><b>Our Changing World</b>          Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.          Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.          Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Frozen Kingdoms</b>          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).</p>	<p><b>Frozen Kingdoms</b>          Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p><b>Our Changing World</b>          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.</p> <p><b>Frozen Kingdoms</b>          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.</p>	<p><b>Our Changing World</b>          Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.          Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.          Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Frozen Kingdoms</b></p>

**Second Order concepts**

<b>Place</b>	The location of where a place is defined by where it is on the Earth. However, the concept of place means much more than just where it is. It is about the place of belonging and having an attachment to that place, which could be highly personal and subjective. Knowledge about place is key to geography and weaves through all the other concepts we will be developing.
<b>Space</b>	Topological space: how the features in a space are arranged and connect to each other.
<b>Scale</b>	The ratio of a distance on Earth compared to the same distance on a map.
<b>Interdependence</b>	This relates to how much what occurs in one place will impact either positively or negatively on that place: people, places or countries who support and need each other.
<b>Physical and human processes</b>	The natural and human events that happen in a place that either maintain equilibrium or create change.
<b>Environmental impact</b>	How does change effect the place where people, animals and plants interact with each other.
<b>Sustainable development</b>	This is how a place can balance the needs of the people living there whilst maintaining the biodiversity of that place (all living things that live in that area including plants and animals).
<b>Cultural awareness</b>	Exploring ideas of race, ethnicity and equality and examining differences and inequalities caused by a range of factors in today's world from COVID-19 to climate change.
<b>Cultural diversity</b>	The variety and uniqueness of the cultural aspects of a place.
<b>Location</b>	Exactly where a place is in the world.
<b>Scale</b>	The size of a place including at local, regional, national and global level where comparisons can be made.
<b>Distribution</b>	The arrangement of the physical features of a place across the surface which can include both natural and human elements.
<b>Change</b>	How a place can change over time depending on the natural or human interactions.
<b>Interaction</b>	How the human and physical elements of a place effect or impact on each other.

These concepts are what drive geographers to ask questions and carry out investigations. These concepts provide the framework to shape an enquiry whereas the substantive concepts, (which are the subject specific development from the National Curriculum), determine the focus.

### **Assessing Geography**

- At Starcross Primary School, each unit of work is assessed with a final assessment piece.
- Children are assessed continually throughout each topic, with the teacher giving feedback through marking and verbal feedback.
- Formative assessment is carried out by the class teacher who will assess work against geography objectives in the national curriculum
- This process is supported by the end of phase statements in the National Curriculum 2014.
- The subject leader will monitor the teaching, learning and assessment of Geography.
- Parents receive assessment information regarding Geography in yearly reports.

### **Impact**

By the time our children leave Starcross they will:

- Use geographical vocabulary accurately.
- Understand the different strands of Geography, with a deep understanding of the Earth's key physical and human processes.
- Begin to make relevant links from Geography to other curriculum subjects, such as History and Science.
- Improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world.
- Realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.
- Become competent in collecting, analysing and communicating a range of data gathered.
- Be able to interpret a range of sources of geographical information
- Communicate geographical information in a variety of ways.
- Be able to speak confidently about their geography learning, skills and knowledge.