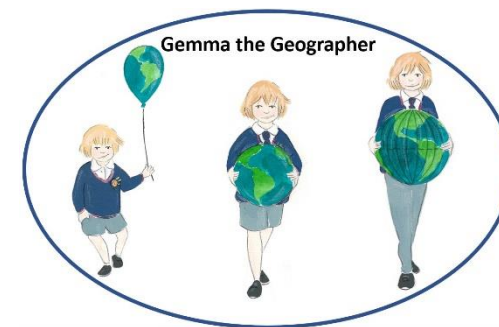




Geography

Long Term Curriculum Map

Whole School Scheme of Learning



Intent: Why does our Geography curriculum look like this?

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and the people who live in it. We intend for our children to develop key knowledge and skills as they complete their progressive learning journey through school. Our teaching will equip children with a diverse knowledge of cultures, communities, resources, natural environments and human environments. Children will investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of our world.

We are committed to providing children with opportunities to investigate and make enquiries about our local area of Teesside so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

We also develop the children's ability to apply geographical skills to enable them to communicate their findings and geographical understanding to a range of audiences.

Implementation: How will we achieve this?

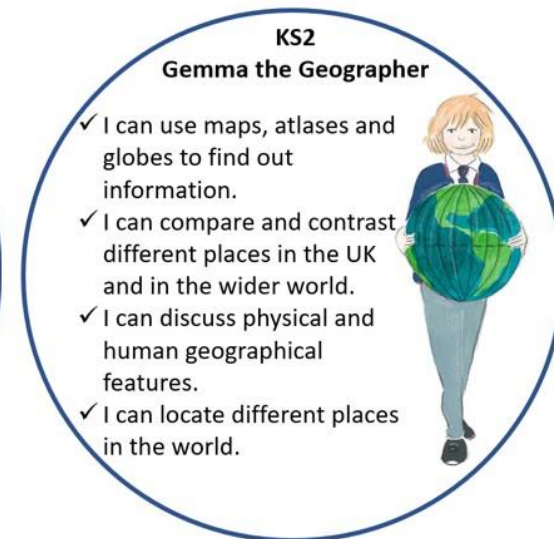
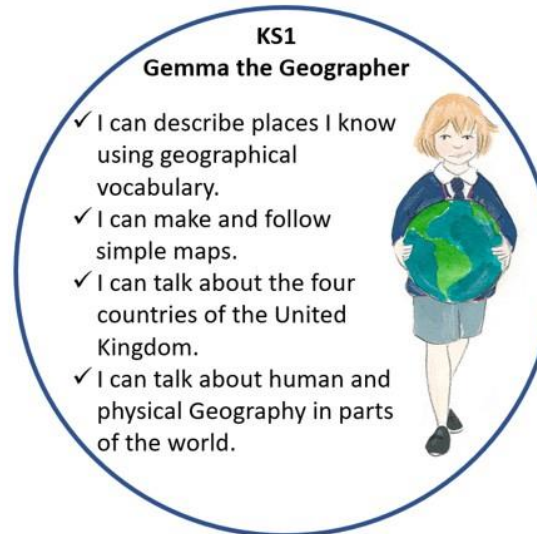
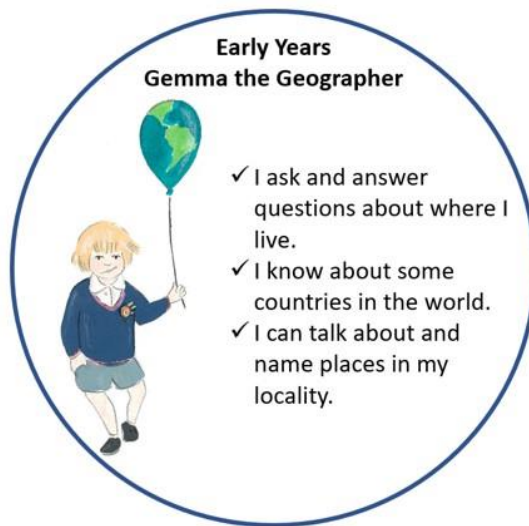
Our children follow a carefully designed Geography curriculum which has been devised to ensure children know more, remember more and can do more as they progress through our school. Our Geography Curriculum is high quality, well thought out and planned to demonstrate progression in four key areas.

- Geographical Skills and Fieldwork
- Place Knowledge
- Human and Physical Geography
- Location Knowledge

Our Teaching Approach

Geography is taught in blocks of lessons to ensure children have opportunities for a sustained period of study and have time to embed and enhance their learning. We also regularly enrich our teaching with visits into our local area. Detailed medium-term planning supports teaching, ensures continuity between classes and carefully plans for progression and depth. The medium-term planning also underpins an appropriate teaching pedagogy for effective quality first teaching in Geography. All teaching and learning in Geography is designed to be enquiry led and comprises of practical and hands on learning using high quality resources and materials.

Our children understand the core skills needed to work as a geographer with the use of the school curriculum character – Gemma the Geographer. This character is regularly used to encourage children to reflect on the key skills needed when working within the Geography curriculum.



Impact: How will we know that our children are achieving?


















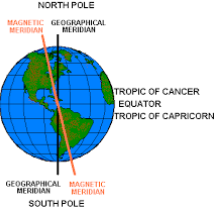

By the end of each key stage, children are expected to know, apply and understand the skills and techniques specified in the Geography curriculum plan.




Children are assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children. Children are assessed termly and a final summative assessment made at the end of the academic year. Children will be assessed as either working towards, expected or greater depth, in accordance with Age Related Expectations.

In addition, we measure the impact of our curriculum through the following methods:




- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book);
- Pupil discussions about their learning (Pupil Voice);
- The annual tracking of standards across the curriculum.




School Overview of Geography Coverage

Year	Autumn	Spring	Summer
1	 Mapping skills – Local Study Me and my school!	 Location and Place Where do I live?	 Location and Place The Country We Live In
2	The World We Live In 	Let's Visit Australia 	Seas and Coasts (Local Study – Saltburn) 
3	Geographical Skills and Field Work Investigating Our Local Area Ingleby Barwick – Local Field Study 	 Physical Geography Volcanoes	Locational Knowledge The United Kingdom  
4	Location and Place Knowledge Local Field Study – Village Settlers York 	Physical Geography What is Climate Change? 	Locational Knowledge Our European Neighbours 
5	 Human and Physical Geography Investigating Rivers - A Local Study	 Physical Geography Study Extreme Earth - Earthquakes	 Location and Place - Contrasting Locality Brazil
6	 Mountain Environments	 Perplexing Poles	 Global Traders




Year 1		
Autumn	Spring	Summer
 <p>Mapping skills Me and my school!</p>	 <p>Location and Place Where do I live?</p>	 <p>Location and Place The Country We Live In</p>
<ol style="list-style-type: none"> 1. Where is my school? 2. What is inside our classroom? 3. What is around my school? 4. How do I get to school? 	<ol style="list-style-type: none"> 1. What can we see in our local area? 2. Who travels around our local area? 3. Who works in our local area? 4. How could our local area be made safer? 5. What changes are happening in our local area? 	<ol style="list-style-type: none"> 1. Which country do I live in? 2. What countries make up the UK? 3. What are capital cities and what are they like? 4. Where is Ingleby Barwick in the UK? 5. Where is London?

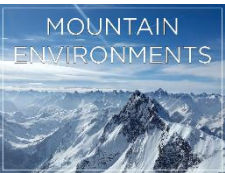
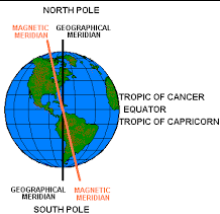

Year 2		
Autumn	Spring	Summer
<p>Awareness of Location and Place Around the World</p> 	<p>Location and Place - Contrasting Locality Let's Visit Australia</p> 	<p>Location and Place Our seaside</p> 
<ol style="list-style-type: none"> 1. What do we know about the World map? 2. What are the oceans and continents of the World? 3. Can I locate the major countries of the world? 4. How does a compass work? 5. Can I map out a journey? 	<ol style="list-style-type: none"> 1. Where in the world is Australia? 2. What is the climate and weather like in Australia? 3. What is the land like in Australia? 4. How do people live in Australia? 5. How does Australia compare to the UK? 	<ol style="list-style-type: none"> 1. Where are our seashores? 2. What is the seaside like? Why do we like to go there? 3. What will I find at the Seaside? 4. What is it like in Saltburn? (Fieldwork) 5. How can we keep our beaches clean? How does plastic affect our oceans?

Year 3		
Autumn	Spring	Summer
Location and Place Investigating Our Local Area - Ingleby Barwick 	Physical Geography Volcanoes 	Location and Place The United Kingdom 
<ol style="list-style-type: none"> 1. Where do we live? 2. How can we use a compass to navigate our local area? 3. What is land use like in Ingleby Barwick? 4. Save our school! 5. What work do people do in Ingleby Barwick? 	<ol style="list-style-type: none"> 1. What is the structure of the Earth? 2. What is a volcano? 3. Where are the world's famous volcanoes found? 4. What are the five deadly features of a volcanic eruption? 5. Can I explore the effects of volcanic eruptions on Montserrat? 6. Why do people live near volcanoes? 	<ol style="list-style-type: none"> 1. What do I know about the geographical features of the country I live in? 2. What is a county? 3. Do we live in a village, a town or a city? 4. What are the main differences between hills and mountains? 5. Which seas and coasts are located in and round the UK? 6. Where are the major rivers of the UK?

Year 4		
Autumn	Spring	Summer
Location and Place Local area Study Villages – York 	Physical Geography What is Climate Change? 	Location and Place Our European Neighbours 
<ol style="list-style-type: none"> 1. What are the needs of early settlers and what are the reasons for the original siting of settlements? 2. What are the origins of place names? 3. Why do we use mapping symbols and what do they mean? 4. How are settlements connected? 	<ol style="list-style-type: none"> 1. What is the difference between weather and climate? 2. What is climate change? 3. What is the impact of climate change? 4. What is the common goal? The big debate! 5. What is the future we want? 	<ol style="list-style-type: none"> 1. How do we understand Europe as a continent? 2. What are the countries and capital cities of Europe? 3. What are the human and physical features of Spain? 4. How does Spain's climate differ to the UK?

5. Why do people move from place to place today?	6. How can we encourage others to take action with us? 7. What are the Global Goals for Sustainable Development and why are they important? 8. Who is taking action against Climate Change?	5. How can I locate Spain's cities on a map? 6. What is London like compared to Madrid?
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Year 5		
Autumn	Spring	Summer
Physical Geography Local Area Study - Investigating Rivers 	Physical Geography Earthquakes 	Location and Place - Contrasting Locality South America 
1. What is the Water Cycle and why is it important? 2. Where are the UK's major rivers? 3. What are the main features of a river system? 4. What are the 3 stages of a river? 5. How do we use water? 6. What can I discover about the river Tees?	1. How does the earth's crust behave? 2. What causes an earthquake? 3. What are the five deadly features of an earthquake? 4. What information do we use to work out which earthquakes are the biggest? 5. Where are the world's biggest earthquakes located? 6. What have I learned about earthquakes?	1. What are the countries and capitals of South America? 2. How can I locate the cities of Brazil? 3. What are the human and physical features of Brazil? 4. What can I find out about Brazil's ecosystems? 5. What is Brazil's weather and climate like? 6. How does Sao Paulo differ to Stockton?

Year 6		
Autumn	Spring	Summer
 Mountain Environments	 Perplexing Poles	 Global Traders

<ol style="list-style-type: none"> 1. What are the key features of mountains? 2. Where are the world's major mountain ranges located? 3. How can I locate famous mountains using longitude and latitude? 4. How are fold mountains formed? 5. What is a mountain's climate? 6. Where are the UK's highest peaks? 	<ol style="list-style-type: none"> 1. What is the Arctic? What is Antarctica? 2. How is land used in the polar regions? 3. How are the lives of Inuit people different to your life? 4. How is the climate changing in the polar regions? 	<ol style="list-style-type: none"> 5. How did trade get global? 6. Where do the food products we buy come from? 7. What does the journey of goods look like from source to sale? 8. What does the UK export and to where? 9. What is Fairtrade?
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Key Stage 1 Geography Curriculum Coverage		Me and my school!	Where do I live?	The country we live in?	Around the World	Let's Visit Australia	Seas and Coasts
Geography	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						
	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country						
	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles						
	Use basic geographical vocabulary to refer to: ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage						
	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map						
	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key						
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.						

Lower Key Stage 2 Geography Curriculum Coverage		Our Local Area Ingleby Barwick	Volcanoes	The United Kingdom	Village Settlers	What is Climate Change?	Our European Neighbour
Geography	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)						
	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						
	describe and understand key aspects of physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						
	describe and understand key aspects of human geography , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water						
	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied						
	use 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						

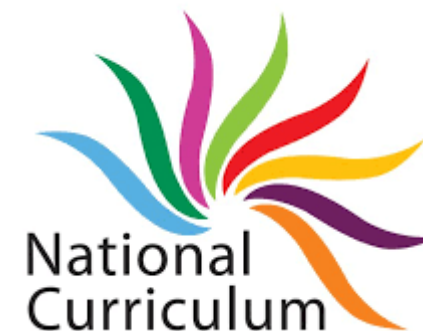
Upper Key Stage 2 Geography Curriculum Coverage		Local study Rivers	Earthquak es	South America	Mountain Environm ents	Perplexing Poles	Global Traders
Geography	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on 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)						
	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						
	describe and understand key aspects of physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						
	describe and understand key aspects of human geography , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water						
	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied						
	use 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						

GEOGRAPHY Subject Content

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.



Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

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

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

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

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.