

Subject Specific Planning Documents Geography



Use real life learning experiences



Encourage a love of learning



Enriching memorable moments

Whole School Curriculum Aims

Intent

The school's scheme of work matches the aims for geography within the National Curriculum. Through our scheme we aim to ensure all children:

- Develop contextual knowledge of globally significant places, both land and sea, including their defining physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Are able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.

We also aim for children to apply their geographical skills and knowledge to help them understand the relationship between humans and their environment and the impact on climate change.

Implementation

- The geography curriculum is sequenced into half term units (as shown below).
- Each unit of work has the curriculum sequence planned by the school's geography lead to ensure progression in knowledge and skills.
- Teachers will use wider reading skills to supplement children's geography learning with non-fiction texts.
- Children are given a Knowledge Organiser (per unit) that shares this sequence with the children and allows them to make their own notes and drawings to support their understanding.
- Teachers use our Whole Class Feedback policy to verbally feedback as they progress through the unit of work. Records of these are kept in the teacher's WCF book.
- Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by observing children working independently, in pairs or in groups, responses to open-ended questions that require children to explain their understanding and assessing the outcomes of work in books.
- Summative judgements will be made using the end points in this scheme of work. Assessments are inputted into our school tracking system and used by subject leaders as part of their monitoring.
- The school will ensure that the geography curriculum has a focus on inclusion and diversity and provides opportunities for children to connect their learning to their own experiences

Impact

- Children will be able to explain what they have learnt in each unit of work, leading to a broad and secure understanding of the geography curriculum as they progress through the school.
- Children will be able to answer (verbally or written) questions linked to the assessment points in this scheme of work, which allows teachers to make an accurate assessment of their attainment each year.
- Children will be able to make links between natural, manmade geography and climate change.

Overview of Subject Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our School Other schools in Knutsford Compare to a school in a non-European country		What's it like living in Knutsford? Compare to a town with contrasting features, e.g. Skipton/Castleton		Beaches and Beach holidays	
Year 2	UK cities - London		Seven Continents and Oceans			An Africa Safari (Tanzania)
Year 3		Land use linked to Stone Age & Skara Brae		The UK & Italy- physical geography, climate and consequences of natural disasters	Rainforests- link with science Compare school woods, Delamere Forest and Tropical rainforests	
Year 4	Scandinavian Europe -emphasis on Denmark, Norway and Sweden			Settlement- compare settlement in Jorvik with York today	Mountains	
Year 5	Mexico		Rivers- physical and human geography- compare the River Lily and the River Nile		Investigating Coasts and the coastal town of Colwyn Bay	
Year 6	Trade & Economy				Knutsford local study Trade/shops/markets/ enterprise	

Please see unit knowledge organisers to match each unit. For units being taught in the spring and summer terms, these are still at the planning stage and additional information will be added to this scheme of work as they are completed.

Progression of skills for Geography						
Understanding of the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community.			Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. 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.		
EYFS	Term 1 Understanding the World		Term 2 Understanding the World		Term 3 Understanding the World	
	Talking about their own families. Sequence some of their life events. Where they live and Knutsford. Dinosaurs - creatures from the past. Look at the changes in the environment in Autumn. Use senses to describe the environment	Festivals- Diwali Looking at different environments to the one they live - space Christmas- how do people celebrate it? Look at photographs in the past.	Winter - Look at nocturnal animals and ones that hibernate. Looking at polar animals Where in the world are Polar environments Animal life cycles- penguins Animals in the habitats Different weathers Ice experiments Learn about palaces/castles and who lived in them Contrasting climates	What is a superhero? Looking at people who help us. Who are the Superhero's in their community? Invite in doctor, firefighter, PCSO for children to talk to and ask questions. Look at the changes in the environment during Spring. Looking at the celebrations of Easter and Eid.	Lifecycles of frog. Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts in their habitats.	Talk about marine life How to save the oceans Pirates Summer
Key Stage 1 National Curriculum	<p>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:</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p>					
	Term 1 Progression and End Points		Term 2 Progression and End Points		Term 3 Progression and End Points	
Year 1	<p>OUR SCHOOL Direction and Location Understand the terms location, compass points, N,S,E,W, Children can explain what makes a good map. Children can create their own map of a route showing key features along the route. Children can follow directions from another child's map (up, down, left, right, and forwards, backwards). What does the school look like on a map? Children can make simple observations when studying the geography of the school grounds. Children can use their own symbols on their map and explain what they represent. Can I map a route between schools? Children can create their own map of a route showing key features along the route. Children can use their own symbols on their map and explain what they represent. Understand the terms location, compass points, N,S,E,W. How do we travel to school? What is the traffic like around school? Children can explain data gathered on a fieldwork trip. What is it like in a classroom in another country?</p>		<p>WHAT IS IT LIKE TO LIVE IN KNUTSFORD What is it like to live in Knutsford? Children name and locate some places in Knutsford. Children describe landmarks in Knutsford. Children understand that symbols on a map show an actual location. What types of leisure activities are available for children in Knutsford? Children can name leisure activities for children in the town of Knutsford. Children can identify such places on a map – leisure centre, Egerton (football, rugby, gymnastics, judo clubs etc), library, parks –are there enough facilities. What information can we gather from a field trip? Can we use information we have gathered to suggest and make improvements? Children plan a route to and from various facilities and label these on a map/identify on Digi maps. Children collect information from a fieldtrip e.g visit to the park, library and use it to consider improvements i.e. increased number of slides, covered area for shelter in rainy weather.</p>		<p>BEACHES AND BEACH HOLIDAYS Are all of the beaches we visit the same? Children can name and locate some places in the UK and wider world. Children can identify physical features Children can identify human features. Which questions should I ask about the beach before I set off to explore? Children can explain what the seaside is like. Children can use observational skills to answer questions. Children can share what they have learned. How should I choose which beach to visit for a holiday? Children compare two pictures. Children identify features of beaches. Children can use observational skills to answer questions. Which direction will my compass points take me? Children can use directional language. Children know what the four points of a compass are. Children describe how to get from one place to another using compass points. Which is the most popular seaside resort the children in Year 1 have visited? Children ask questions to find out more about a place.</p>	

	Children can compare contrasting places.		
	Term 1 Progression and End Points	Term 2 Progression and End Points	Term 3 Progression and End Points
Year 2	<p><u>LONDON AND MANCHESTER</u></p> <p>Can I find out about London and Manchester? Children can identify the four countries of United Kingdom? Can they locate them on a map. Children can find London and Manchester on a map.</p> <p>What is the weather like in London and Manchester? Children can identify seasonal and daily weather patterns.</p> <p>Which city should I visit? Children can use a range of sources (maps, aerial photographs) to identify features of places.</p> <p>Where would I like to visit in Manchester? Can I find the places on a map? Children can draw a map with a simple key.</p> <p>Can I share the information I've learnt about London and Manchester? Children can ask and answer simple geographical questions when investigating London and Manchester.</p>	<p><u>SEVEN CONTINENTS AND FIVE OCEANS</u></p> <p>What are the names of the seven continents and five oceans on planet Earth? Children can name and label on a map the seven continents of the world Children can name and label on a map the five oceans of the world Children can name and begin to locate countries of the world in the various continents using an atlas or globe.</p> <p>Which oceans and continents did Amelia Earhart cross during her journey? Children can name and begin to locate countries of the world in the various continents using an atlas or globe.</p> <p>Is it possible to plan a round the world journey travelling across all the oceans and continents? Children can understand and locate simple climate zones using key terms Children can use compass directions (NESW), locational and directional language.</p>	<p><u>AN AFRICAN SAFARI</u></p> <p>Where is Tanzania and what is the climate like? Children can identify the seven continents and five oceans of the world. Children can identify the continent of Africa on a world map. Children can identify the country of Tanzania on a world map.</p> <p>Do the animals in Tanzania adapt to the climate and how do they do this? Children can describe some of the differences between the climate in Tanzania and the UK. Children know that countries near the equator are hotter than those nearer the North and South Poles. Children describe what the climate in Tanzania is like.</p> <p>How does the climate and vegetation change as adventurers climb Mount Kilimanjaro? Children can identify some animals that live in Kenya. Children can identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities.</p> <p>Do the indigenous people of Tanzania have the same lifestyle as those who live in the cities? Children can use adjectives to describe various features. Children can identify similarities and differences between life in the Maasai tribe and life in the UK.</p>

Key Stage 2 National Curriculum	<p>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:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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>Place knowledge</p> <ul style="list-style-type: none"> 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>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. 		
		Term 1 Progression and End Points	Term 2 Progression and End Points
Year 3	<p>LAND USE (Lined to Skara Brae)</p> <p>Why did people settle in Skara Brae? Children can explain what a settlement is. Children can explain the land use of Skara Brae. Children can explain the advantages and disadvantages of Skara Brae as a settlement.</p> <p>How is land used in Skara Brae?</p> <p>How is land used in Knutsford? Children can compare Skara Brae and Knutsford as settlements?</p> <p>Can I compare Skara Brae and Knutsford as settlements?</p> <p>Can I find a route between Knutsford and Skara Brae and show it on a map? Children can identify a route between Knutsford and Skara Brae.</p>	<p>THE UK & ITALY (A comparison)</p> <p>Did the physical geography of Great Britain and Italy help or hinder the Romans ability to conquer successfully? Children can suggest how we can compare different countries Children can name and label on a map the main rivers of Italy and Britain Children can name and label on a map the main mountain ranges of Italy and Great Britain. Children can explain the different issues Roman soldiers would have experienced when traveling through Italy to Great Britain as a result of various elements of physical Geography.</p> <p>How did the climate of Great Britain influence the Roman invasion of Great Britain? Children can explain the difference in climate between Great Britain and Italy</p> <p>What are the consequences of natural disasters? Children can explain what a natural disaster is.</p>	<p>RAINFORESTS</p> <p>Where are the Rainforests and what type of climate do they have? Name some countries where rainforests are found. Label a map to show countries where rainforests are found. Find the Equator on a map. Know that rainforests are found near the Equator. Know what the weather is usually like in a tropical climate.</p> <p>How do the creatures of the rainforests adapt to the layers of the rainforest? Name the four layers of a rainforest. Describe the climate in each layer of the rainforest</p> <p>What are the similarities and differences between the tropical rainforests and Delamere Forest in Cheshire? Speak in detail about one animal living in a rainforest. Know some similarities between the Amazon rainforest and Delamere Forest Know some differences between the Amazon Rainforest and Sherwood Forest.</p> <p>Why does deforestation take place and should we stop it? Understand what deforestation means and the consequences.</p>
	Term 1 Progression and End Points	Term 2 Progression and End Points	Term 3 Progression and End Points
Year 4	<p>SCANDINAVIAN EUROPE</p> <p>Can I find Norway, Sweden and Demark on a map? Children know that Scandinavia is a region in Europe made up of three different countries. Children can locate Sweden, Denmark and Norway on a map Children can locate the capital cities of Sweden, Denmark and Norway on a map.</p> <p>What is a biome and what is it like? Children understand the terms biome and climate.</p> <p>What are the physical features of Scandinavia?</p> <p>Where did people settle in Scandinavia and why? Children begin to understand the terms human and physical geography. Children can compare the physical and human geography of different countries.</p> <p>How do they produce energy in Scandinavia? Children understand the term physical geography. Children can identify some physical aspects of Scandinavian countries.</p> <p>How do they farmland in Scandinavia? Children understand the term human geography. Children can compare some human aspects of Scandinavian countries.</p>	<p>SETTLEMENTS</p> <p>Why did the Vikings settle in Jorvik? Children can explain what a settlement is. Children can explain the reasons for settlers settling in Jorvik.</p> <p>What are the differences and similarities between the early settlement of Jorvik and the current day settlement of York? Children compare Jorvik and York as settlements e.g. land use, trade, housing, size.</p> <p>Which route would you take from Knutsford to York and why? Children identify a route between Knutsford and York.</p>	<p>MOUNTAINS</p> <p>How are mountains formed and where are the major mountain ranges in the world? Children can give the definition of a mountain. Children know how mountains are formed.</p> <p>What information would we find if we researched the environment of a mountain? Children can name some of the major mountains and mountain ranges around the world. Children know that mountains have their own climate because of their high altitude. Children can explain what a typical mountain climate might be like? Children can find out climate data for particular mountains.</p> <p>Does the climate of a mountain have both a positive and negative impact on mountain tourism? Children know some of the different uses for mountains. Children explain why mountains are such popular tourist destinations. Children describe how tourism benefits a mountain environment.</p>

	Term 1 Progression and End Points	Term 2 Progression and End Points	Term 3 Progression and End Points
Year 5	<p>MEXICO</p> <p>Know where Mexico is in the world Identify where Mexico is on a map and where it is in relation to South America and North America.</p> <p>Weather and Climate of Mexico Understand the difference between weather and climate. Know the meaning of biome.</p> <p>Know the physical geography of Mexico Understand how physical geography can have an impact on aspects of human geography.</p> <p>Human geography –population- of Mexico and how physical geography affects it Understand how physical geography can have an impact on aspects of human geography.</p> <p>How physical geography affects population and land use Use maps and images to describe geographical features.</p> <p>Cities of Mexico Begin to understand how population affects a city.</p>	<p>RIVERS</p> <p>Where does our water come from? Children can explain that the water cycle keeps going – where our water comes from. Children can use an atlas to find major rivers of the UK and the world and label on a map. Children can identify the sea a river flows into? Children can identify the place in which the source of a river is found? Children can compare the length of rivers?</p> <p>What are the features of the river? Children can compare the features of a river at different points along its course. Eg steep sided V-shaped valley’s, rapids, waterfalls, gorges, meanders, oxbow lakes, flood plains, deltas? Can children explain how meanders form? Can children identify meanders on a map/Digi maps/ photographs?</p> <p>How do we use rivers? Can children explain several uses of rivers?</p> <p>What happens when a river bursts its banks? Children can explain what happens when there is a flood?</p> <p>Why should we take care of the rivers in Great Britain and the world? Children can explain why we need to protect our rivers. Children can explain different ways we can protect our rivers.</p>	<p>COASTS</p> <p>Do coasts remain the same or are they constantly changing? Children identify coastal areas using maps. Children understand that coastal areas are constantly changing. Children can describe how caves, stacks and arches are formed.</p> <p>Which coastal features are formed by depositions and which are formed by erosion? Children explain what erosion and depositional landforms are. Children understand how coastal erosion takes place.</p> <p>How can we investigate the location of Colwyn Bay? Children communicate in ways suitable to the task Children use secondary sources to research a coastal holiday location.</p> <p>Which physical features of the coastline around Colwyn Bay are of interest to geographers and visitors? Children use maps to locate a coastal holiday location.</p> <p>What evidence is there of human influence around the coastline of Colwyn Bay? Children understand that human activity can also cause erosion.</p>
	Term 1 Progression and End Points		Term 3 Progression and End Points
Year 6	<p>TRADE & ECONOMY</p> <p>What and who do we trade with? Know what the meaning of trade, import and export is.</p> <p>Who do we trade with? Know which countries the UK trades with.</p> <p>What is Fair Trade? Understand what Fair Trade is and what it supports.</p> <p>What is the global economy? Be able to explain the term globalisation.</p> <p>Manchester and Liverpool as trade centres Know where goods are imported and exported into the UK.</p>		<p>A LOCAL STUDY</p> <p>How has Knutsford changed over the last two decades? Children can understand the reasons varied groups would like change in the local area Children can identify differing views relating to a local issue Children can use maps and plans to support learning Children can determine if varied views can be partially met through compromise.</p> <p>Who are the stakeholders who should be considered when investigating a local development? Children can use maps and plans to support learning.</p> <p>How can we gather and plan for the collection of information from stakeholders regarding the local development? What does the data suggest Knutsford needs to improve? Children can interpret data collected and analyse questionnaires</p> <p>Is there a compromise which could be reached to satisfy the views of most stakeholders? Children know that the views of many different groups must be taken into account when addressing change. Children can determine if varied views can be partially met through compromise.</p> <p>How should our results be presented and who should we share them with? Children can record findings in a meaningful way. Children can present findings to relevant groups</p>