EQUALS TRUST

Geography Curriculum v3

Geography Curriculum Statement

Intent – What do we want for our children as Geographers?

At KPNS, we believe that Geography is critical to young people's understanding of the world around them. We want young people to marvel at the beauty of natural landscapes, to understand why our environments are changing, and to appreciate how their actions affect others far across the globe. We want them to understand their own local areas and inspire within them aspirations to travel and explore our world; understanding the places they visit, rather than just passing through. We want to give young people these skills and show how geography can inspire and challenge.

At KPNS, we aim to:

• Develop an understanding of the varied features and conditions, which make up the physical environment, and in so doing; help to make sense of their surroundings.
• Understand the positive and negative effects that humans have on the environment, and therefore develop the children's sense of responsibility for the earth.
• Develop geographical skills, including:
1) Observing and comparing places and geographical features using appropriate vocabulary
2) Measuring and recording accurately, enabling interpretation of geographical information
3) Interpreting and using maps, atlases and globes, making use of keys in order to understand about their local area, the UK, Europe and other areas of the world.

Implementation – How will we carry out our vision?

We will implement our vision by asking questions like a Geographer; looking through our 'Geographic Lens'.

Location and Place: What is this place like? Where in the word is this place? Why is it located here and not there?
Place and Knowledge comparison: What is similar and what is different about this place from others we know?
Processes: What is the climate of this place? How do animals and humans have to adapt because of the climate? What physical processes affect the landscape?
Physical Geography: What are the physical features of this place? What is the environment like?
Human Geography: What human features and landmarks are there? Why are buildings located where they are? What settlements are there? How is the land used?
Geographical Skills and Fieldwork (enquiry): What does the data tell us about a place? What does the fieldwork tell us about the place?
Materials: Is that material natural or man-made?
Significance: Can you name, locate and describe places?
Change: How did this place get like this? How is it changing? Why is it changing? What will it be like in the future?

Planning:

- All planning should be on the KPNS Topic planning format and is driven by a **'big idea'**. **Skills, knowledge and vocabulary** are clearly identified and lesson planning is supported by the use of key geographical questions with opportunities for spaced retrieval practice.
- **Rising Stars unit plans and Cornerstones Maestro were used to support the planning process.**
- Knowledge organisers support the teaching and learning and are similarly structured around the subject driver 'big idea' and key geographical enquiry questions that the children should know and remember by the end of the unit.
- A topic cover page should be stuck at the start of each topic and show the topic title, relevant image and have a small space for a short cold task (allows pupils to show prior learning- see WAGOLL below).
- The geographical lens for each lesson should be identified along with any questions that probe that lens.
- All planning should be uploaded onto All Staff at the start of every half term.
- A cross-curricular approach to planning topic with clear skills taught and knowledge taught, detailed and in line with the Thinking like a Geographer; what, where, when' document.

- Four pieces of formal written work should be planned every topic (two to be completed in English Books, with hot and cold tasks) to ensure that children are given the chance to embed their knowledge and apply their English skills.
- Hot tasks are used at the end of the unit to assess what the children know and have remembered. These can be presented in a number of ways depending on the topic; collage, written work, PowerPoint, knowledge organisers etc.
- Enrichment opportunities in terms of hooks for the start of the topic, trips, visitors and links with the community.

Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
-more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND, pupils with English as an additional language (EAL).
Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- Spaced retrieval activities embedded into planning and practise.
- Cold and hot tasks at the start and end of each topic to assess what knowledge has been remembered and what skills have been mastered (KS2)

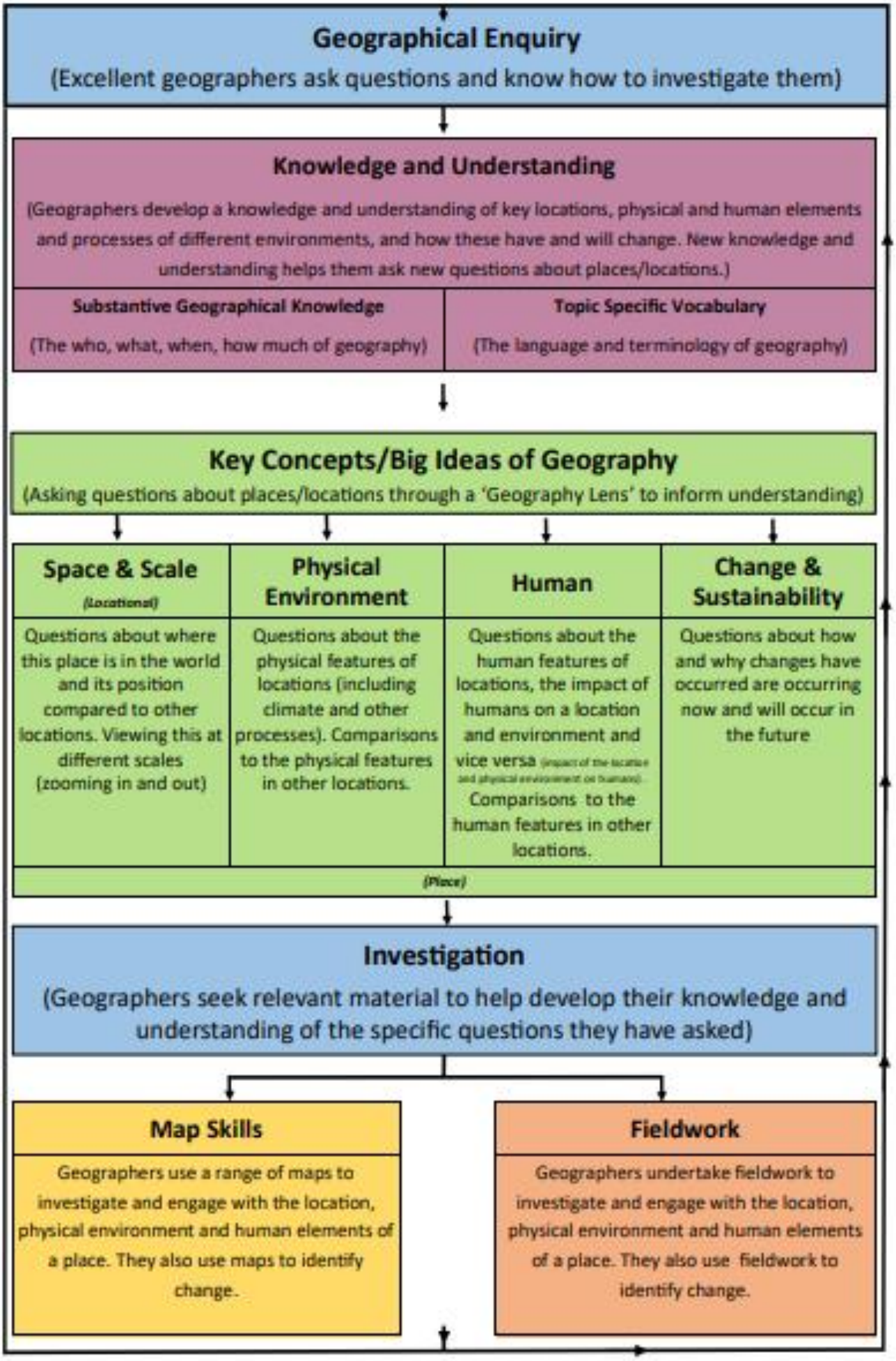
The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

- Planning scrutiny and book dips to evaluate the impact of what is known and remembered.
- Pupil interviews/Learning walks; assess impact of spaced retrieval, what is known and remembered.
- External and internal moderation within Equals Trust Groups for QA and to share best practise.
- SIL and Governor visits to monitor provisions and provide clear next steps.
- Planning and delivering CPD.

The Subject Leaders also have responsibility for resources; storage and management. All of the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits
- Head Teacher reports
- The School Improvement Plan


Geographical Enquiry
(Excellent geographers ask questions and know how to investigate them)
Knowledge and Understanding
(Geographers develop a knowledge and understanding of key locations, physical and human elements and processes of different environments, and how these have and will change. New knowledge and understanding helps them ask new questions about places/locations.)
Substantive Geographical Knowledge
(The who, what, when, how much of geography)
Topic Specific Vocabulary
(The language and terminology of geography)
Key Concepts/Big Ideas of Geography
(Asking questions about places/locations through a 'Geography Lens' to inform understanding)
Space & Scale
(Locational)
Physical Environment
Human
Change & Sustainability
Questions about where this place is in the world and its position compared to other locations. Viewing this at different scales (zooming in and out)
Questions about the physical features of locations (including climate and other processes). Comparisons to the physical features in other locations.
Questions about the human features of locations, the impact of humans on a location and environment and vice versa
Comparisons to the human features in other locations.
Questions about how and why changes have occurred are occurring now and will occur in the future
(Place)
Investigation
(Geographers seek relevant material to help develop their knowledge and understanding of the specific questions they have asked)
Map Skills
Geographers use a range of maps to investigate and engage with the location, physical environment and human elements of a place. They also use maps to identify change.
Fieldwork
Geographers undertake fieldwork to investigate and engage with the location, physical environment and human elements of a place. They also use fieldwork to identify change.

Geography Overview

	Autumn Term		Spring Term		Summer Term	
EYFS Cycle A	Marvellous Me! 	Long Ago! 	Books, Books, Books! 	Creep, Crawl, Wriggle 	Let it Grow 	On the Beach 
EYFS Cycle B	Super Me! 	Let's Celebrate 	Once Upon a Time 	Build it up! 	Big Wide World 	Animal Kingdom 
Year 1		Street Detectives; Our Local Area. 	Our Capital City! 		Splendid Skies (Seasons) 	
Year 2	Let's Explore the World! (Tanzania and UK) 				Beside the Seaside 	
Year 3	Extreme Weather! 	Rocks, Relics and Rumbles! 			Go With the Flow! (Streams and Rivers) 	
Year 4	Misty Mountains!  .		Road Trip USA: 			Wonderful Water 
Year 5	CC Links to History Driver 'Down the Mine' Map work.	Beautiful Biomes 			Sow, Grow and Farm (Trade) 	

Year 6		CC Links to History Driver 'Hola Mexico'. Where is Mexico?	Arctic Adventures and the Frozen Kingdom: 	The Amazing Amazon 	

The 'Big Ideas' and Enquiry Questions

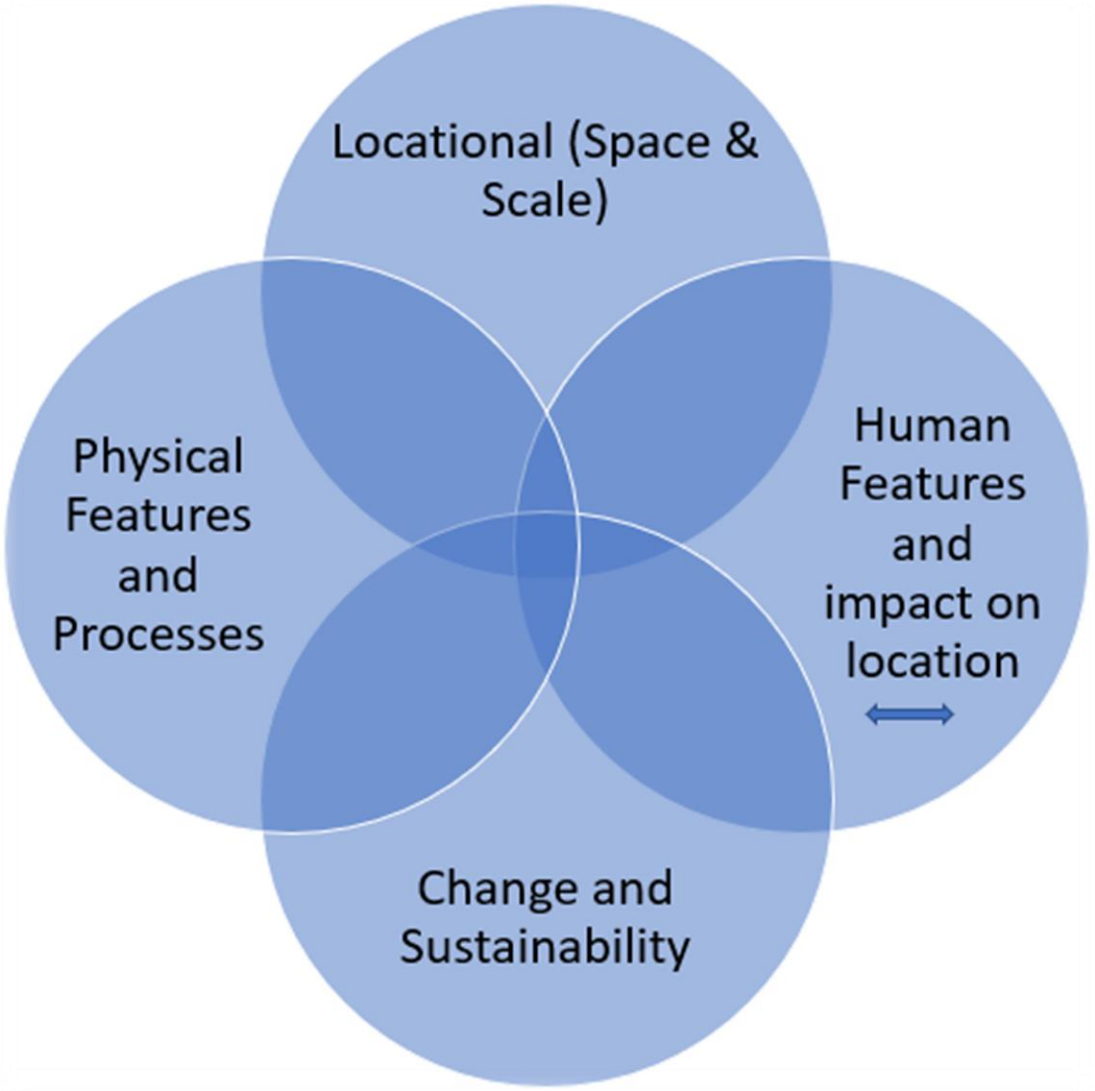
	Autumn Term		**Spring Term**		**Summer Term**	
EYFS Cycle A	**Marvellous Me!**	**Long Ago!**	**Books, Books, Books!**	**Creep, Crawl, Wriggle**	**Let it grow,**	**On the Beach**
	What vehicles travel on land? What vehicles travel in the air? What vehicles travel in the water?	How are castles different from where we live?		What are the signs of spring?	Where do fruit and vegetables come from? How do trees change?	What animals live in the sea? What might we find in rock pools? What can we find at the seaside? What can we do at the seaside? How can we keep our beaches and sea nice and clean?
EYFS Cycle A	**Super Me!**	**Let's Celebrate**	**Once Upon a Time**	**Build it up!**	**Big Wide World**	**Animal Kingdom**
		What does Winter feel like?		What are the signs of spring?	Where do I live? What can you find in Keyworth? How do I travel to school? How do people around the world travel? How do people travel on land? How do people travel on water?	What animals could we find in a zoo? What animals can we find on a farm?
Year 1		Street Detectives; Our Local Area.	Our Capital City		Splendid Skies (Seasons)	
		What is special about where we live? Fieldwork: Village walk (map skills).	What's it like to live in London? Fieldwork: Using aerial photographs and recognising landmarks.		What are the seasons and how does the weather change? Fieldwork: Weather observation	
	Fieldwork: Seasonal and weather observations in the local area.					
	Let's Explore the World! (Tanzania and				Beside the Seaside	

Year 2	UK)				
	How is our local area different from others? Fieldwork: Village walk to compare Keyworth to Tanzania.			Do we like to be beside the seaside? Fieldwork: Aerial photographs	
Year 3	Extreme Weather!	Rocks, Relics and Rumbles!		Go with the Flow! (Streams and Rivers)	
	What is extreme weather and how does it affect people?	Why do earthquakes happen, and volcanoes erupt?	Fieldwork: Residential	*Why are rivers* important? Fieldwork: Rivers (Perlethorpe)	
Year 4	Misty Mountains!		Road Trip USA:		Wonderful Water
	What makes a mountain?		What is the USA like? Fieldwork: City centre visit.		What does water do around world?
Year 5		Beautiful Biomes		Sow, Grow and Farm (Trade)	
	CC Links with History looking at where mines are in the locality to Keyworth.	Why are Biomes important? Fieldwork: geographical enquiry – how does a biome impact...?		Where does our food come from and go to? Fieldwork: Allotment visit	
Year 6			Arctic Adventures and the Frozen Kingdom:	The Amazing Amazon	
			Are we damaging our world? If so, how? Fieldwork: Geographical enquiry based on tourism.	What is the Amazon like and how is it changing?	Fieldwork: Extended Geographical enquiry (How has our local area changed?)

Thinking like a geographer: As geographers, children will be taught to use the language and terminology of geography and how we engage with questions about people, society, the environment and the planet.

Teaching children to think like a geographer requires creating a **geographical lens** by teaching all of these concepts within a unit.

What we teach, where we teach it and when we teach it? (skills, vocabulary & knowledge and topic).



Vocabulary and Lens Strand Progression							
Geographical Lens	**R**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Locational (space and scale) What is this place like? Where in the world is this place? Why is it located here and not there? Which hemisphere is it in? Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? Which timezone (s) is it in? Which Climate zone(s) is it in? (Tropical/Dry/Temperate/ Continental/Polar) Where is it in relation to our village/town/city/county/country? Which bodies of water are nearby? How is it similar/different to other places? How am I linked with people and environments in other places?	Name and identify 1) Their home 2) Their school is in a village called Keyworth 3)They live in a country called England Name some physical features in Keyworth	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. An ocean is a large sea. The United Kingdom is an island surrounded by water. Countries in UK Our Local Area Big City, Bright Lights	Name and locate the world's seven continents and five oceans. Locate countries in Europe on a world map. 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 (Tanzania). An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. A non-European country is a country outside the continent of Europe. A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America Let's Explore The World	Name and locate the world's seven continents and five oceans. Locate countries in Europe on a world map. Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia. Rocks, Relics, and Rumbles	Locate the countries of North, Central and South America on a world map, atlas or globe. The North American continent includes the countries the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Road Trip to USA	Name, locate and describe major world cities. Major cities around the world include London, New York, Shanghai, Istanbul, Moscow, Manila, Lagos, Nairobi, Baghdad, Damascus and Mecca. Biomes	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. A geographical pattern is the arrangement of objects on the Earth's surface in relationship to one another. Arctic Adventures & The Frozen Kingdom The Amazing Amazon
Geographical Lens	**R**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Locational (space and scale)	Know the world is made up of oceans and land.	Know that the UK is made up of 4 countries; England, Ireland, Scotland, Wales and that their capital cities. The countries of the UK are England, Ireland, Scotland, Wales and their capital cities are London, Belfast, Edinburgh and Cardiff. Big City, Bright Lights Street Detective	Name and locate the world's seven continents and five oceans. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific	Locate significant places using latitude and longitude. Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. Extreme Weather	Identify the location of the Tropics of Cancer and Capricorn on a world map. The Tropic of Cancer is 23.4 degrees north of the equator and Tropic of Capricorn is 23.4 degrees south of the equator. Road Trip to USA Wonderful Water	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn in relation to the world's biomes.	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime (or Greenwich) Meridian and time zones (including day and night). The Northern Hemisphere

		Know that there are 7 continents and 5 oceans and the continent we live in is called Europe. There are seven continents. There are five oceans. An ocean is a large sea. There are five oceans on our planet called. The United Kingdom is an island surrounded by the sea. Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. Our Splendid Skies	Ocean and Southern Ocean. An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. Let's Explore The World			Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Biomes have different climates depending on where they are in the world. The climate of a biome affects temperature, rainfall, length of season and how animals and plants adapt to the environment. Biomes Farm, Sow and Grow	is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Arctic Adventures & The Frozen Kingdom The Amazing Amazon Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. The Amazing Amazon Arctic Adventures & The Frozen Kingdom
Geographical Lens	**R**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Locational (space and scale)	Understand and draw simple maps to locate common features of landscapes	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	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	Use the eight points of a compass to locate a geographical feature or place on a map. The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. The four cardinal directions are	Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy. Compass points can be used to describe the relationship of features to each other or describe	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Invisible lines of latitude run horizontally around the Earth and show the

		routes on a map. Describe places in terms of N, S, E and W. Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. Street Detectives	routes on a map. Describe places in terms of NE/NW, SE/SW etc. Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. Let's Explore The World	west. Rocks, Relics, and Rumbles	north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west. Road Trip, USA	the direction of travel. Accurate grid references identify the position of key physical and human features. Farm, Sow and Grow	northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North and South Pole and show the westerly or easterly position of a geographical area. The Amazing Amazon

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Physical features and processes What are the physical features of this place? What is the environment like? What season is it now? How do we know? What key physical features can they see in the place they live e.g. river, hills etc? Can you describe a given place (non-European)? Can you describe features associated with…?				Explain the physical processes that cause earthquakes and volcanic eruptions. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. Rocks, Relics, and Rumbles	Use specific geographical vocabulary and diagrams to explain the water cycle. Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling. Covered in science – summer 2	Describe how soil fertility, drainage and climate affect agricultural land use. Soil fertility, drainage and climate influence the placement and success of agricultural land. Farm, Sow and Grow	Describe the physical processes, including weather, that affect two different locations. Physical processes that can affect a landscape include erosion by wind, water or ice; land movement, such as landslides or snow drifts. Arctic Adventures & The Frozen Kingdom

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Physical features and processes	Take about the features of their own immediate environment and how environments might vary from one another. Encourage the use of words that help children to express opinions e.g. busy, quiet and pollution	Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather. A physical feature is one that forms naturally. Street Detective	Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather. Physical features are naturally created features of the Earth. A physical feature is one that forms naturally and can change over time due to weather and other forces. Beachgoers	Describe the parts of a volcano or earthquake. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. Rocks, Relics, and Rumbles	Identify, describe and explain the formation of three different mountain types (fold, volcanic and dome). Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. Misty Mountains	Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands. Biomes	Compare and describe physical features of polar landscapes. The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice. Arctic Adventures & The Frozen Kingdom
Geographical Lens	**R**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Physical features and processes	Identify things that are living (not human made) Name some physical features in Keyworth	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. A material is something used to build or make something else. Street Detectives: village walk	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. A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often	Name and describe the types, appearance and properties of rocks. There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may	Describe and explain the transportation of materials by rivers. Rivers transport material in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the	Explain how the topography and soil type affect the location of different agricultural regions. The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.	Explain how the presence of ice makes the polar oceans different to other oceans on Earth. The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs. Arctic Adventures & The Frozen Kingdom

			made from natural materials but have been changed to have different properties. Let's Explore the World	contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. Rocks, Relics, and Rumbles ***Plus, Rocks (science)***	riverbed. Wonderful Water Describe the properties of different types of soil. Different types of soil include clay, sandy, silty and loamy. Wonderful Water	Farm, Sow and Grow	
Geographical Lens	**R**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Physical features and processes	Describe the weather and name different types of weather Identify seasons and how the weather changes	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. A weather pattern is a type of weather that is repeated. There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. Symbols are used to show different types of weather. Our Splendid Skies (and ongoing observations and fieldwork)	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. A weather pattern is a type of weather that is repeated. There are four seasons in the UK: spring, summer, autumn and winter (Each season has typical weather patterns; types of weather include sun, rain, wind, snow, fog, hail and sleet) – comparison to weather in Tanzania. Let's Explore the World	Explain how the weather affects the use of urban and rural environments. Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms. Extreme Weather	Explain climatic variations of a country or continent. Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent. Road Trip, USA	Explain how the climate affects land use. Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape. Biomes Farm, Sow and Grow	Evaluate the extent to which climate and extreme weather affect how people live. Climate and extreme weather can affect the size and nature of settlements; shelters and buildings; diet; lifestyle (settled or nomadic); jobs; clothing; transport and transportation links and the availability of natural resources. Arctic Adventures & The Frozen Kingdom The Amazing Amazon

Geographical Lens	**R**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Human features and impact on location What human features and landmarks are there? Why are buildings located	Notice and talk about buildings, roads and railways in school and in Keyworth.	Describe key human features and landmarks of a place. Key human features, including: city, town, village, factory, farm, house, office, port, harbour	Describe key human features and landmarks of a place. Key human features, including: city, town, village, factory, farm, house, office, port, harbour	Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location. Services include banks, post offices, hospitals, public transport	Describe a range of human features and their location and explain how they are interconnected. Human features can be interconnected by function	Describe and explain the location and purpose of transport networks across the UK and other parts of the world. Transport networks can be tangible, such as rails, roads or canals, or intangible, such	Explain how humans function in the place they live. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in

where they are? What settlements are there? How is the land used?		and shop. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. Street Detectives Big city, bright lights	and shop. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. Beachgoers Let's Explore the World	and garages. Land use types include leisure, housing, industry, transport and agriculture. Rocks, Relics, and Rumbles Go with the Flow Extreme Weather	Road Trip, USA	as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. Farm, Sow and Grow	a settlement. Arctic Adventures & The Frozen Kingdom The Amazing Amazon
Geographical Lens	**R**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Human features and impact on location	Know the similarities and differences between places within their local area (Keyworth) using appropriate vocab	Explain the facilities that a village and city may need and give reasons. Villages, towns and cities have different features. Use basic geographical vocabulary to refer to key human features, including: city, town, village, landmark, flats, farm, house, office, and shop. A settlement is a place where people live and work and can be big or small. Features of towns and cities include homes, shops, roads and offices. Big city, bright lights Street Detectives	Explain the facilities that a village, town and city may need and give reasons. Villages, towns and cities have different features. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. Let's Explore the World Explain how an area has been spoilt or improved and give my reasons.	Describe the type and characteristics of settlement or land use in an area or region. Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. Go with the Flow	Explain ways that settlements, land use or water systems are used in different parts of the world. Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. Wonderful Water	Describe in detail the different types of agricultural land use in the UK. Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock), mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oil seed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs. Farm, Sow and Grow	Describe the distribution of natural resources in an area or country. Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water. Arctic Adventures & The Frozen Kingdom

			Beachgoers				

Geographical Lens	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Physical and Human Comparison What is similar and what is different about this place from others we know?	Know some similarities and differences between life in this country and life in other countries drawing on their knowledge from stories, non fiction texts and (where appropriate) maps.	Describe a place outside Europe using geographical words; Arctic and Australia Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean. Explain how jobs may be different in other locations. Explain the facilities that a village, town and city may need and give reasons. Places can be compared by size, location, weather and climate. Our Splendid Skies	Describe a place outside Europe using geographical words. Describe some of the features of an island. Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. Explain how jobs may be different in other locations. Explain the facilities that a village, town and city may need and give reasons. Places can be compared by size, amenities, transport, location, weather and climate. Let's Explore the World Explain how an area has been spoilt or improved and give my reasons. Beachgoers	Classify, compare and contrast different types of geographical feature. Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations. Go with the Flow Rocks, Relics, and Rumbles	Describe and compare aspects of physical features. A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. Misty Mountains Wonderful Water	Identify and describe the similarities and differences in physical and human geography between continents. The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. Biomes Farm, Sow and Grow	Describe the climatic similarities and differences between two regions. Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. The Amazing Amazon

Geographical Lens	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Change and sustainability How did this place get like this? How is it changing? Why is it changing? What will it be like in the future? How can natural resources be sustained?				Describe how a significant geographical activity has changed a landscape in the short or long term. Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. Rocks, Relics, and Rumbles Extreme Weather Describe the activity of plate tectonics and how this has changed the	Explain how the physical processes of a river, sea or ocean have changed a landscape over time. Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. Wonderful Water Road Trip, USA	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city. Farm, Sow and Grow	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries. Geographical enquiry – summer 2

				Earth's surface over time (continental drift). The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, Volcanos and earthquakes. Rocks, Relics, and Rumbles			
Geographical Lens	**EYFS**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Change and sustainability	Notice how a place has changed and the need to respect and care for the natural world around us.	Explain how an area has been spoilt or improved and give my reasons. Litter and pollution have a harmful effect on the areas where we live, work and play. Street Detectives	Explain how an area has been spoilt or improved and give my reasons. Litter and pollution have a harmful effect on the areas where we live, work and play. Change happens over time. Improvements and suggestions can be made. Beachgoers	Identify the five major climate zones on Earth. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. Extreme weather Name and describe properties of the Earth's four layers. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle. Rocks, Relics, and Rumbles	Describe altitudinal zonation on mountains. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments and the summits of mountains, which are usually covered in ice and snow and don't support any life. Misty Mountains	Name and locate the world's biomes and climate zones and explain their common characteristics. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Biomes	Explain how climate change affects climate zones and biomes across the world. Climate change is the long-term change in expected patterns of weather, which contribute to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock all contribute to global warming. Arctic Adventures & The Frozen Kingdom

Geographical Lens	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Map Skills	To know a picture and/or symbol can represent something else	Use world maps, atlases and globes to identify the United Kingdom and its	Use world maps, atlases and globes to identify the United Kingdom and its	Use four-figure grid references to describe the location of objects and	Use four grid references and keys to describe the location of objects and	Identify elevated areas, depressions and river basins on a relief map.	Use grid references, lines of latitude and longitude, contour lines and symbols

	Use and draw simple maps that identify features of a landscape.	countries. 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. A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. Places can be compared by size, location, weather and climate. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). Street Detectives Big city, bright lights Our Splendid Skies	countries, as well as the countries, continents and oceans studied at this key stage. 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. A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. Places can be compared by size, amenities, transport, location, weather and climate. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). Let's Explore the World Beachgoers	places on a simple map. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map. Extreme Weather	places on a map. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map. Misty Mountains Road Trip, USA	The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. Biomes Farm, Sow and Grow	in maps and on globes to understand and record the geography of an area. A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features. Arctic Adventures & The Frozen Kingdom The Amazing Amazon

Geographical Lens	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Fieldwork **What does the data tell us about a place? What does the fieldwork tell us about the place?**	Know photographs can tell us what a place is like	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. An aerial photograph shows an area of land from above. A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed	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. An aerial photograph or plan perspective shows an area of land from above. A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Maps, globes and digital mapping tools can help to locate and describe significant geographical features. Extreme Weather Rocks, Relics, and Rumbles Go with the Flow	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. Misty Mountains	Analyse and compare a place or places using aerial photographs. atlases and maps. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places. Biomes	Use satellite imaging and maps of different scales to find out geographical information about a place. Satellite images are photographs of Earth taken by imaging satellites. Arctic Adventures & The Frozen Kingdom The Amazing Amazon

		to read the map. Street Detectives Big city, bright lights Our Splendid Skies	to read a map and a symbol is a picture or icon used to show a geographical feature. Beachgoers		Wonderful Water Road Trip, USA	Farm, Sow and Grow	
Geographical Lens	**EYFS**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Fieldwork	Talk about features of their home, school and Keyworth. Describing how they might vary from one another using knowledge from observation, discussion, stories, non fiction books and maps.	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. Data is information that can be collected. Street Detectives	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. Data is information that can be collected and used to answer a geographical question. Let's Explore the World Beachgoers	Analyse primary data, identifying any patterns observed using photographs and observations. Primary data includes information gathered by observation and investigation. Go with the Flow (Perlethorpe)	Collect and analyse primary and secondary data using surveying and interviewing (as well as photographs and observations), identifying and analysing patterns and suggesting reasons for them. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. Road Trip, USA	Summarise geographical data to draw conclusions. Geographical data (text, images, maps or statistics), such as demographics or economic statistics, can be used as evidence to support conclusions. Farm, Sow and Grow	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. Data (text, images, maps or statistics) helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies). The Amazing Amazon
Geographical Lens	**EYFS**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Fieldwork	Talk about features of their home, school and Keyworth. Describing how they might vary from one another using knowledge from observation, discussion, stories, non fiction books and maps.	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. Fieldwork includes going out in the environment to look. Our Splendid Skies Street Detectives	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. Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. Let's Explore the World	Gather evidence and present the human and physical features in the local area to answer a geographical question or enquiry. The term geographical evidence relates to facts, information and numerical data. Go with the Flow (Perlethorpe)	Investigate and present the human and physical features in the local area for a geographical hypothesis using a range of fieldwork techniques. Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis. Road Trip, USA	Devise and answer a geographical enquiry to guide research and by gathering and analysing a range of sources. A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment. Biomes	Devise and answer geographical questions and hypotheses to guide research using a range of fieldwork and research techniques. Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. Geographical enquiry – summer 2

National Curriculum Coverage for Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One		**Our Local Area- Street Detectives** 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. 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.	**Our Capital City** Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. 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. 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 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 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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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. 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. Understand geographical similarities and differences through studying	**Splendid Skies** 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. 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.	

			the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Two	**Let's Explore the World** 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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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				**Beside the Seaside** Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 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. 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. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Name and locate the world's seven continents and five oceans.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three	**Extreme Weather** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and	**Rocks, Relics and Rumbles** How is our Earth extreme? 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			**Go with the Flow** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps,	

	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	characteristics, countries, and major cities. 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. 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. 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			plans and graphs, and digital technologies.	

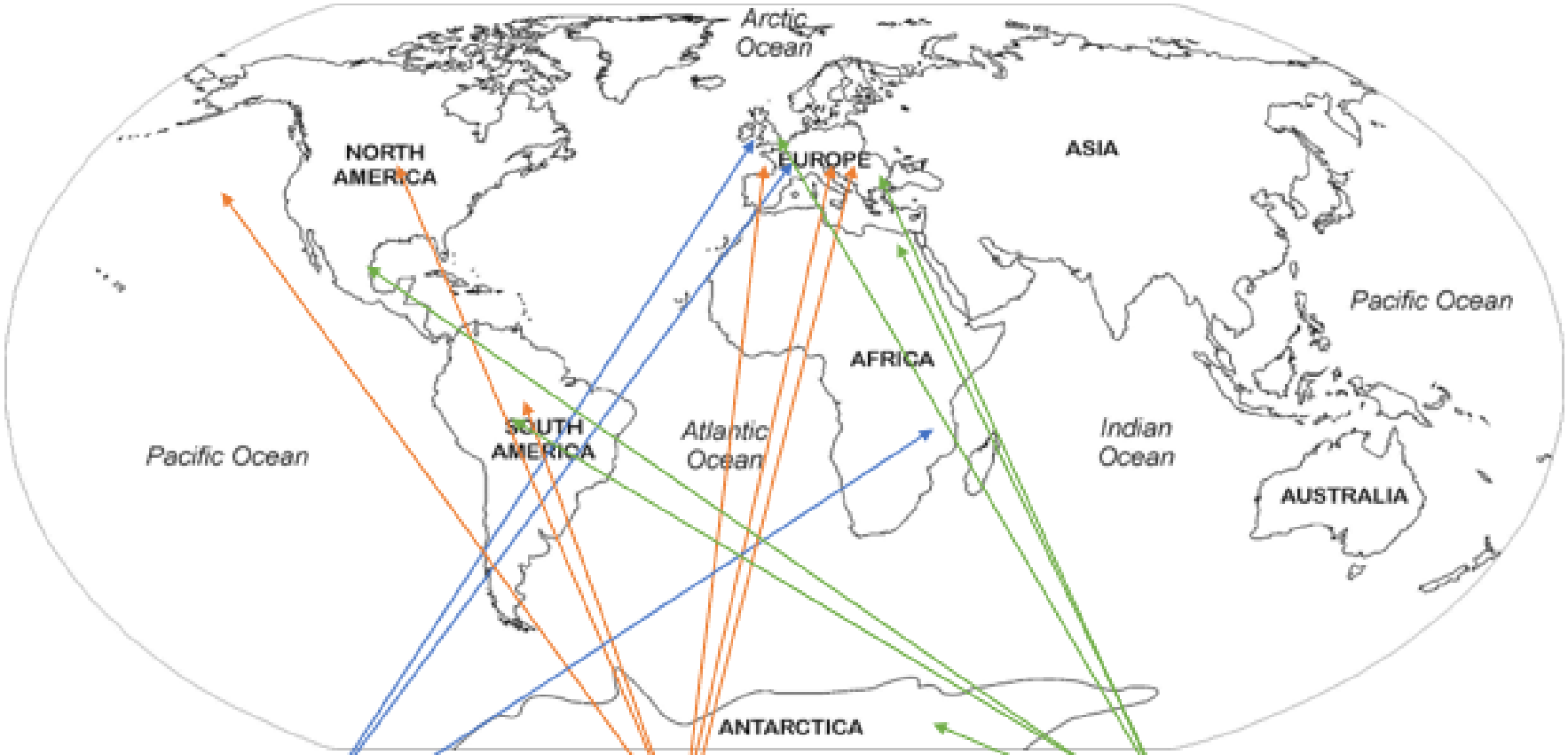
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Four	**The Deep Blue Abyss** Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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).		**Road Trip USA** Where shall I go and why? 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. 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 human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals 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.			**Misty Mountain** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Five	**Down the Mines.** 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.	**Beautiful Biomes** 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			**Sow, grow and farm** 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. 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 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.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Six			**Arctic Adventures and the Frozen Kingdoms** 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.		**The Amazing Amazon** 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).	

			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 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.	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 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.	

A Quick View of Geographgy at KPNS



EYFS and KS1	LKS2	UKS2
• UK (Keyworth/London) • Europe (Beach goers/ Splendid Skies) • Tanzania (Let's Explore the World)	• Ring of Fire (Rumbles, Rocks and Relics) • Greece (Gods and Mortals) • UK (Tribal Tales/Flow) • North and South America (Road Trip USA) • Western Europe (Traders and Raiders) • The Alps (Misty Mountains)	• UK (Fire Damp and Davy Lamp/ Child's War) • Europe (Child's War) • Egypt (Pharaohs) • Antarctica (Frozen Kingdoms) • The Amazon (Rainforests) • Mexico (Hola Mexico)

Knowledge Organiser Guidance (use A4 format)

Knowledge organisers are a summary of the key facts, the powerful essential knowledge that pupils need to access a unit of work or a curriculum subject. They should be no more than one side of A4 with all the information broken down into easily digestible chunks, in this was they become an effective resource to support teaching.

The knowledge included should be concise and should come back to the big idea and cover all enquiry questions from the unit of work.

- Colour: **YELLOW**
- 'Big Idea' and subject at the top
- Vocabulary: in a table on the left with alternating colour rows (child friendly definitions)
- No more than 7-9 labels on diagrams. Events on a timeline or locations on a map.
- Use labelled visuals ONLY where it shares knowledge as duel coding (not for design or decoration)
- Use the same diagrams on your knowledge organiser as you do in the lessons or on your teaching slides.
- TABLES predominantly used to show concise sticky knowledge for the unit- they should be quizzable.
- There is no limit on the boxes used but ensure they are in line and uniform.

REMEMBER: Knowledge organisers are NOT a curriculum, they only summarise the most powerful, important knowledge that will be revisited again and again throughout a unit and beyond.

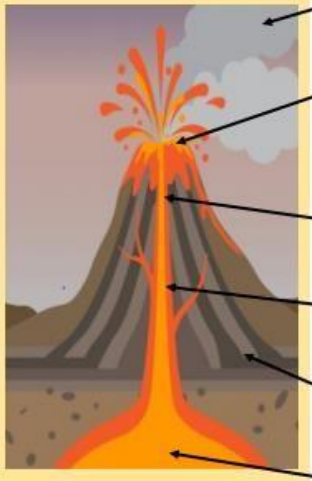
WAGOLL

Rocks, Relics and Rumbles

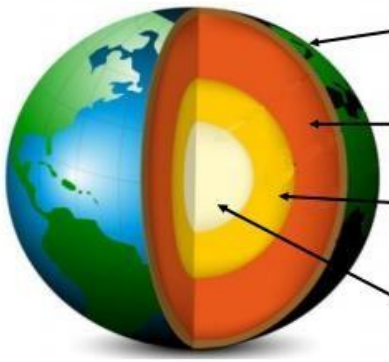
Vocabulary	Definition
earthquake	The sudden, violent shaking of the ground.
tectonic plate	A large, slow-moving piece of rock that makes up the Earth's crust.
Ring of Fire	Area around the Pacific Ocean where many earthquakes and volcanic eruptions occur.
volcano	
vent	An opening in the Earth's crust through which lava escapes.
volcanic eruption	The sudden and violent explosion of lava, gas, ash and rock out of a volcano.
magma	Hot molten rock found in the Earth's mantle.
lava	Hot, molten rock that comes out of a volcano.
molten	Metal or rock found in the Earth's mantle.
tsunami	A series of waves caused by a volcanic eruption or earthquake under the sea.

Where do Earthquakes happen in the world?

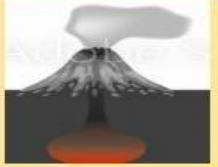
Parts of a Volcano



LAYERS OF THE EARTH

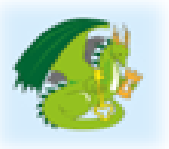


Crust	Thin layer of rock on the surface broken into large pieces called tectonic plates.
Mantle	Next layer made up of magma.
Outer Core	A liquid layer of metal.
Inner Core	Solid metal and the hottest part of the Earth.

Active	Dormant	Extinct
		
Erupted recently and there is a possibility that it may erupt again.	Has not erupted in a long time but may erupt again in the future.	Has erupted thousands of years ago but will not erupt again.

KPNS Geography Planning Template

KPNS Geography Unit Planning



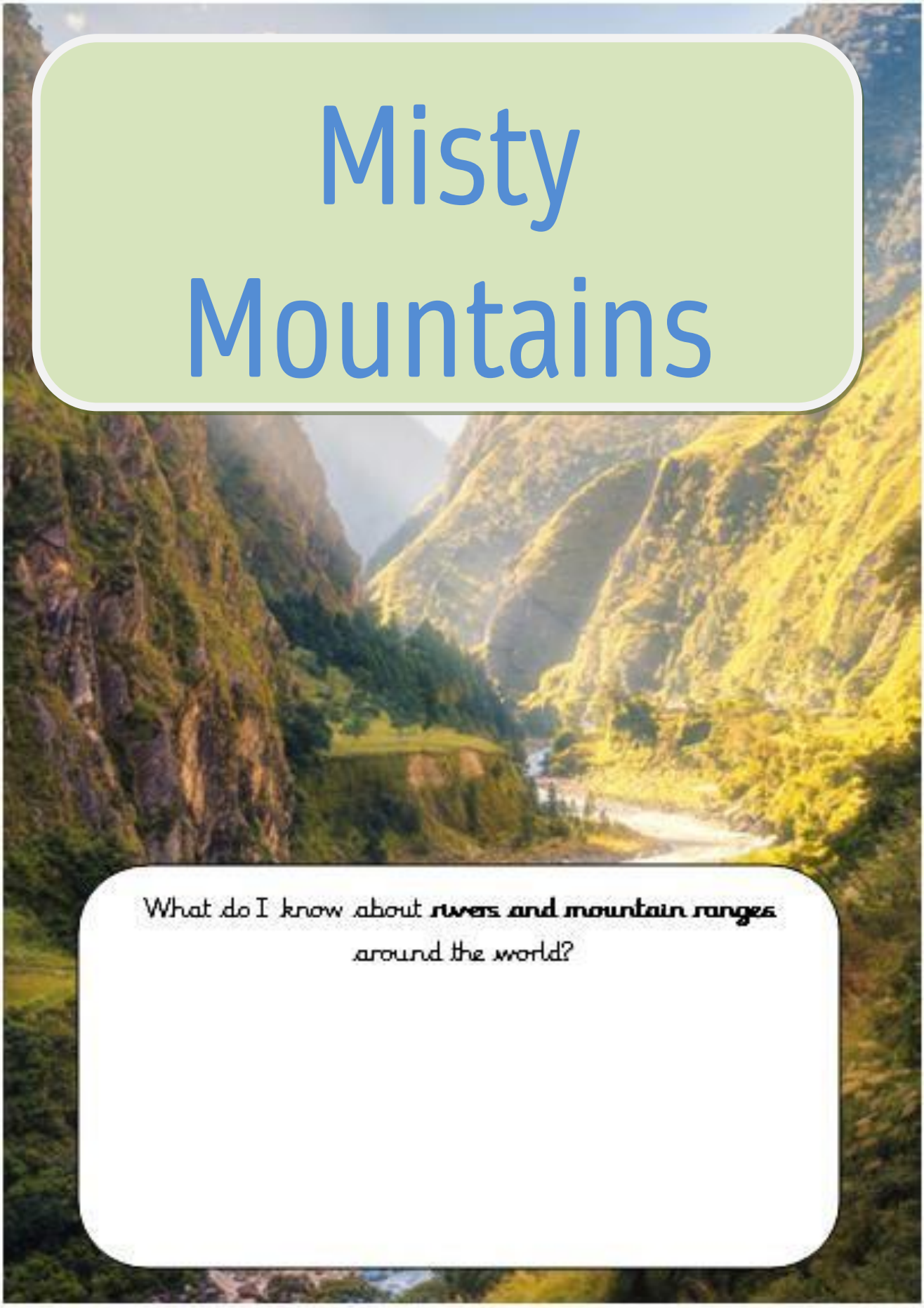
Year Group: Term: Topic:

Big Ideas:

Enquiry question and BGS	Retrieval activity	Teacher Input (direct teaching)	Activities (modelling and scaffolding)	Key Vocabulary	Evidence in books and resources	Geographical Lens (second order concepts)

WAGOLL Topic cover page (including cold task prior knowledge box)

Misty Mountains



What do I know about **rivers and mountain ranges** around the world?

SEND Provision in Geography
Possible Adaptations

Cognition and Learning Needs

Link new learning to what pupils already know, build on existing knowledge, personalised curriculum.
Break new learning down into small steps.
Provide multiple examples of new concepts and where possible link to real life.
Visuals for key vocabulary / modelled examples and demonstrations.
Use alternate ways of recording e.g., mind mapping, pictures, videos, demonstrations, auditory responses etc.
Use prompt sheets e.g., Key words to use, steps to follow when using maps and atlases etc.
Adapted questioning. Checking pupils understand by asking them to repeat task back etc.
Pre and post teaching.
Displays to scaffold.
Parents provided with knowledge organisers at the start of a new unit.
Consider environment changes, seating arrangements, activities outside of the classroom etc.
Adapted assessments and planning from PIVATS progression steps.
Prepare children for changes to routine during fieldwork lessons.
1:1 or group TA support which is planned for and used to maximise learning – they are aware of their role before the lesson and lesson content.

Communication and Interaction Needs

Environmental adaptations – optimise listening conditions / seating positions / reduce sensory distractions.
Use of visual aids / timetables / working walls.
Use of movement, calming and/or sensory breaks.
Peer working / talk partners / use shared roles or designated roles in group work with cue cards.
Link to child's personal interests if possible.
Use of real-life objects to maintain attention and support understanding (where appropriate).
Language – non-demanding / positive instruction / reduced / avoid abstract words or concepts, figurative language / choices / provide accurate language models.
Allow additional processing time. Repeating. Rephrasing. Recapping.
Visuals for asking for help. Teach asking for help.
Prepare for transitions and change.
Adapt classroom and activities according to individual sensory profile e.g. allow ear defenders or gloves to be worn etc for messy work / quieter work area etc.
Prepare children for changes to routine during fieldwork lessons.

SEMH Needs

Pre-expose learners to the equipment and nature of the lesson to spark engagement and interest in the upcoming lesson.
Plan and use movement breaks and sensory breaks into the lesson.
Create a working classroom environment that is calming and simple, e.g., clear routines, organised workspaces and minimise distractions, alternative seating, all resources out and available etc. Have safe space/calming space available.
Use learning checklists and timers. Chunking instructions. Checking understanding.
Behaviour - apply specific praise for some individuals.
Engineer success by using the pupil's strengths.
Interactive strategies to maintain involvement e.g. whiteboards to all hold up answers / come to the front and take a role / map work etc.
Provide scaffolding / visuals to maintain focus. Model what you want to see.
Personalise to a child's interests, if possible.

Language - consider appropriate language choice: non-demanding / language promoting choice / reducing anxiety etc. Keep instructions, routines and rules short, precise and positive. Consider a child's background and adapt accordingly.
Prepare for transition and change in relation to fieldwork activities.
Adapt classroom and activities according to individual sensory profile e.g. allow ear defenders or gloves to be worn etc for messy work / quieter work area etc.
TA support either 1:1 or small group.

Physical and Sensory Needs

Adaptions for visually impaired: altered seating / working near an adult during fieldwork / text size / sizes of maps and atlases / additional support through recorded instructions, verbal commentary / limit periods of visual strain / eliminate unnecessary copying from the board / pre and post teaching / use of equipment recommended by SFSS.
Adaptions for hearing impaired: adapt seating, your position to face the child / working near an adult during fieldwork / use signing to support / check understanding frequently / provide additional visual resources of spoken words / use additional visuals with new vocabulary / limit periods of auditory strain / pre and post teaching / use of equipment recommended by SFSS.
Physical needs: Use specific equipment provided and suggested by PDSS / consider classroom organisation to allow for child to have free movement where possible / bring activities to them / encourage more oral recording if appropriate / eliminate unnecessary copying or recording / consider tiredness and adapt activities accordingly with scaffolding / consider access during fieldwork activities.
Allow additional processing time / working time.
Allow access to additional ICT equipment, where appropriate.

Sensory Processing

Make adaptations for sensory overload / slow or under responsive e.g., sensitive to noise (ear defenders or provide a quieter area to work) / sensitive to touch (adapt clothing / give gloves for messy work) / provide firm touch etc.
Provide planned sensory breaks.
Allow the use of functional objects / fiddle toys.
Allow objects for chewing.
Provide movement and calming breaks.
Appropriate demand on/for eye contact.
Prepare for sensory experiences when completing fieldwork outside of the classroom (if appropriate).
Consider adaptations e.g., special place in the line to avoid a sensory response.
Allocated seating.
Make environmental adaptations e.g., no need to go into assembly / lunch hall etc.
Follow advice from SFSS / EPS / SEMH team.
TA to support emotional regulation – follow Provision Map.

NOTE: Where a pupil has additional funding and a 1:1 TA, follow the child's Individual SEND Provision Map for adaptations and provision details.

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