

C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing
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Cayton School
Geography Progression Map

Learn from yesterday, seek today and aim for tomorrow

Intent							
Cayton School Vision	“To deliver the highest standards enabling children and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”						
Cayton School Values	Happy and Harmonious	Confident and Caring	Lively and Life-Long-Learning	Successful and Secure	Proud and Positive	Challenge and Commitment	
Why Cayton School Curriculum is unique	We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith	Our Curriculum has a rich knowledge base and strong skills development	A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts	Cultural Capital opportunities support children to accomplish the very best they can be	PSHE is a thread that runs throughout our Curriculum	We have written the Curriculum to support children to develop lively, enquiring and creative minds	We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum
Intent	Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners. We passionately believe that life skills as well as academic success is vitally important. Our curriculum is designed to ensure life-long learners who are kind, confident and successful. Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry.						
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing	
Implementation							
Delivering the Curriculum	A whole school, topic based approach	A strong emphasis on positive behaviour through Cayton Awards	A whole school approach to PSHE	Opportunities for collaborative and shared work	The importance of Reading is implemented throughout our Curriculum offer	Every child has a Cayton, Cultural, Capital, Citizenship Passport throughout school	
Evidence Based Research	Metacognition 'learning to learn' using scaffolding strategies EEF evidence		Language skills at the centre of Quality First Teaching Rose Report/ EEF		English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov		The power of 'empowerment' Dr Raj Persaud/ Hertzog Performance=Skills x Motivation
Pedagogy	Importance of staff well-being	Emphasis on continued professional empowerment Abraham Maslow's Hierarchy of Needs	Monitoring and coaching supporting good practice throughout school	Golden thread supporting school development	Positive culture of fairness and equality	Strong 'Safeguarding' culture throughout school	A welcoming, supportive and inclusive school at the heart of everything we do
Processes and Procedures	A strong focus on assessment for learning throughout school	Training and empowerment of subject leaders to lead their subjects		Clear guidance and structure in teaching core subjects	Robust assessment of core and foundation subjects throughout school		Clear rules and routines set out to support all children
Implementation	Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum. We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics. The whole curriculum is taught through 'Metacognitive' pedagogy which encourages children to 'learn to learn' and self-regulate, thus enabling them to question their learning.						
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing	
Impact							
What 'success' looks like at Cayton School	Children develop self-confidence and self-esteem	High Quality Outcomes for all children based on their starting points		Strong feeling of Community	A rich and diverse school culture		Children prepared for life-long learning
Ambition	Children and adults are proud of themselves and proud to be part of the Cayton Community	Progress and attainment at each Key Stage shows outcomes as being above the 'National Average'		Children and adults are kind, courteous and confident	Adults are a positive role model in all that they do and say		Children are self -regulated in their learning and take responsibility for their actions
Evidence	Outcomes at each stage of learning	Pupil and staff voice		Impact of school development priorities	Stakeholder feedback	Formal and Informal assessments	A positive Cayton Awards Culture throughout school
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To be a Geographer at Cayton Primary School means...

- To have the ability to acquire knowledge, skills and an in-depth understanding of Geography.
- To be enthusiastic, curious and inquisitive about learning and an appreciation of the world we live in.
- To use a wide range of keywords and vocabulary to explain processes and ideas linked with Geography.
- To undertake fieldwork to enhance practical skills and develop skills across subjects.
- The ability to see ideas and concepts in different ways.
- To show their learning in a range of ways including explanations (oral and written), diagrams, charts and graphs, and writing.
- To understand a range of phenomena including different weathers, natural disasters and discuss the cause and effect of these.

Special Educational Needs and Disabilities (SEND) Inclusive Provision for Geography

At Cayton School, we foster and promote a culture of inclusion where every student has an equal opportunity to succeed and become the best that they can be. Learning in Geography involves children building on their knowledge of important concepts and procedures. Both leaders and teachers have a shared responsibility to ensure that every child succeeds and are given the abilities to be able to progress in their knowledge, skills and understanding of Geographical knowledge and skills. Our curriculum extends beyond subject knowledge to include social and emotional competencies and communication skills, which we believe are crucial in order to ensure that students are happy and successful in school and their personal life. As such, we want students to have the knowledge that equips them with the skills to make a positive contribution to society following their education.

Our SEND learners are fully integrated into the mainstream curriculum using high quality teaching and adapting strategies that provide access for all. This is to ensure that they access a bespoke Geogrpahy curriculum and are never limited in their abilities. Teachers provide tools and adaptations to aid children to achieve and where possible reduce these as the skills develop over time. In Geography, some of these adaptations may include:

- Pre-teaching group work looking at specific vocabulary or concepts in Geography that the children may find tricky.
- Small group support of an adult to guide them through the activities they are given.
- 1:1 support where and when necessary.
- Word mats that explain some of the key concepts or vocabulary of Geography to help the children understand further.
- Knowledge organisers to start Geography units to refer back to if they are unsure of a particular concept such as weather phenomena.
- Further resources around the classroom to help further understand concepts such as atlases, globes, books and secondary sources.
- Adapted worksheets to help with the understanding of wording or explanations.

As a result of the above provision, children will:

- Feel safe, secure and cared for
- Show confidence and resilience in the classroom
- Demonstrate high levels of engagement in activities
- Make progress from their starting points
- Develop independence and skills to support them throughout life

Geography Curriculum Ambition

At Cayton School, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography plays an important part in this as it can inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. We want to provoke questions about the natural and human worlds, developing children's cultural awareness and knowledge about diverse places, people, resources, and environments. The aims of teaching geography at our school are:

- To provide our pupils with a deep understanding of our planet's key physical and human processes.
- To provide opportunities for children to undertake geographical enquiry and skills by investigating and expressing their own views about people, places and environments, both in and outside the classroom.
- To develop the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
- To help children understand how the human and physical features of a place can change over time and teach children to collect and analyse evidence and draw conclusions.
- To enable children to progressively develop their geographical skills (including fieldwork) throughout their school journey.
- To foster enjoyment, satisfaction and curiosity for finding out about places, patterns and processes.

Ambition

At Cayton School, we want to deliver the highest possible standard of teaching as we can where we learn from yesterday, we seek today and aim for tomorrow. We believe that Geography helps to provoke and provide answers to questions about the **natural and human aspects of the world**. We pride ourselves on our creative learning environment and classroom displays and also taking the learning beyond the classroom to physically experience Geography. Children are encouraged to develop a greater **understanding and knowledge of the world**, as well as their place in it. We do this by exploring the world in steps to build on prior knowledge. For example, in EYFS, children explore their place in their world. In KS1, children look at the continents and our surrounding countries as they progress into KS2, they look at the composition of these countries including cities, climates and physical and human features. The geography curriculum at Cayton School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their **spiritual, moral, social and cultural development**. Children achieve this in the cultural capital opportunities that are offered through the curriculum. Geography is, by nature, an **investigative subject**, which develops and **understanding of concepts, knowledge and skills**. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and **understanding of diverse places, people, resources and natural and human environments**, together with a deep understanding of the **Earth's key physical and human processes**. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Cayton School and also to their further education and beyond.

Our Curriculum is designed to equip and enable teachers to be confident, enthusiastic and creative in the delivery of geography throughout the school. We provide opportunities for our children to understand a range of **declarative** and **procedural** knowledge through the teaching we provide so that children can build on previous taught skills and gain more independence in their learning. Children have the opportunity to celebrate their work through trips, sharing work on our learning platform and weekly celebration assemblies. In lessons, we provide opportunities to work collaboratively with others and share our practices and thinking. We also encourage for children to feedback and evaluate each other's work and teachers provide feedback through written and verbal feedback about their learning - This is done both recorded and 'live' within a lesson. We ensure that every learner has the ability to make good progress in lessons and across units. Through the teaching of Geography, the children of the school can talk confidently about their learning using key vocabulary, describing process and explaining concepts in detail.

We want children to feel confident, enthusiastic and have a good determination to succeed as a geographer at Cayton School. We provide opportunities both in the classroom and in the wider world, we want children to have a natural curiosity to learn about the world around them and have the ambition to absorb knowledge in every opportunity. In lessons, teachers provide provoking and challenging lessons and outcomes and set high expectations for all learners. Teachers are enthusiastic about lessons and seek opportunities to expand the learning of pupils as much as possible. To celebrate children's successes in Geography, there are regular opportunities for children to share their work and understanding in assemblies and receive Cayton Awards as recognition for their efforts.

INTENT

Early Years

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
 - active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
 - creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
- In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

EYFS Understanding The World Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Geography Skills

Location knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	Key vocabulary
Describe and locate their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Explain and Compare some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Observe changes in different environments.	Research skills – finding information from maps/globes/ internet/books/photos	Use enriching and widening children's vocabulary that will support later reading comprehension
<ul style="list-style-type: none"> • School grounds walk. What can you see, hear? • Forest school forage hunt. • Local park visit. • To be able to use a world map and atlas and locate the UK. 	<ul style="list-style-type: none"> • Children talk about the features of their own immediate environment and how environments might vary from one another such as extreme environments – Antarctica and Deserts. 	<ul style="list-style-type: none"> • Observation of changes in weather. • Identify different weathers in the local environment. • Our environment changes with the seasons. The four seasons are Autumn, Winter, Spring and Summer 	<ul style="list-style-type: none"> • Our food comes from plants and animals. Food comes from around the world. 	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present Autumn, Winter, Spring, Summer

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

National Curriculum

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

Locational knowledge	<ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	<ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Human and physical geography	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and fieldwork	<ul style="list-style-type: none"> • 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

Geography Progression Documents

Progression of knowledge of skills

Year	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork.	Key vocabulary
Year 1 knowledge	Name and locate the world's seven continents and five oceans – <u>Can I identify the seven continents and five oceans of the world on a map?</u>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – <u>Can I compare Scarborough (coastal) with hot and cold places?</u>	Identify seasonal and daily weather patterns in the United Kingdom. <u>Can I record and name different types of weather over a period of time in a weather diary?</u> <u>Can I recognise the main differences between a city, town and village?</u>	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. <u>Can I locate the equator, North Pole and South Pole on a globe?</u> <u>Can I know which is North, South, East and West on a compass?</u> <u>Can I say my address including postcode?</u> Visit to Cayton Bay to identify physical features (see vocabulary) 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 - <u>Forest school/ Beach School (School grounds)</u>	Use basic geographical vocabulary to refer to: Beach Seasons Cliff Weather Coast Poles Sea Equator Harbour City Ocean Town Continent Village Country Shop
Year 1 Skills	Name and locate areas within the world Identify specific regions of the world	Compare two cities Understand similarities and differences	Identify different weathers and patterns Record and name different weather types.	Name and locate specific countries from an area of the world. Observe human and physical features. Investigate by undertaking fieldwork. Identify physical and human features	Name Locate Identify Compare Understand Record Observe Investigate
Year 2 knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas – <u>Can I recognise that the United Kingdom is in Europe?</u> <u>Can I label a diagram of the United Kingdom including capitals and seas surrounding it?</u>	Understand geographical similarities and differences through studying the human and physical geography of small area in a contrasting non-European country <u>Can I compare Scarborough (coastal) with a town in South Africa?</u>	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. <u>Can I compare different weathers from around the world and recognise patterns in location?</u> • <u>Can I Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach?</u>	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. <u>Can I name and show the four compass points?</u> Visit to Dalby Forest to identify physical features (see vocabulary) 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 <u>Can I create a simple map with a key of Cayton using photographs?</u> 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 - <u>Forest school/Beach School (School grounds)</u>	Use basic geographical vocabulary to refer to: Vegetation Forest Hill Mountain River Soil Valley City Town Village Country Office Port Factory Farm House Industrial Rural Hemisphere Region
Year 2 Skills	Name and locate areas within the world	Compare two cities	Identify different weathers and patterns	Observe human and physical features. Investigate and apply skills by undertaking fieldwork.	Name Locate Identify Compare

Geography Progression Documents

Cayton School

Learn from yesterday, seek today and aim for tomorrow

	Identify specific regions of the world	Understand similarities and differences	Record and name different weather types.	Identify physical and human features Create and understand maps	Understand Observe Create	Record Investigate
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Key Stage 2

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

National Curriculum

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.

Locational knowledge	<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)
Place knowledge	<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
Human and physical geography	<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
Geographical skills and fieldwork	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.

<u>Year</u>	<u>Location Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical skills and fieldwork.</u>	<u>Key vocabulary</u>
Year 3 knowledge	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Can I name and locate six major cities of the UK?</u></p> <p><u>Can I name and locate at least eight countries from both hemispheres?</u></p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Can I compare two major cities from different continents? London and New York?</u></p>	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Can I understand how a volcano is formed and why it erupts?</u></p>	<p>Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</p> <p><u>Can I name and show the eight compass points?</u></p> <p>Use the four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><u>Can I identify the 4-figure grid references for the local area?</u></p> <p>Visit to Robin Hood's Bay to identify physical features (see vocabulary – rivers) Walk along the Cleveland way to Boggle Hole and up the valley.</p> <p><u>Can I create a simple map with a key of Scarborough using photographs?</u></p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - <u>Forest School/Beach School (School grounds)</u></p>	<p>Use geographical vocabulary to refer to:</p> <p>Climate zones Biomes Vegetation belts Rivers Mountains Volcanoes Earthquakes Equator Hemispheres Coasts Tropics Hills Land-use</p>
Year 3 skills	<p>Name and locate major cities within the world. Identify specific regions of the world Understand patterns over time</p>	<p>Compare two cities Understand similarities and differences</p>	<p>Identify different weathers and patterns Record and name different weather types. Understand different weathers and phenomena</p>	<p>Observe human and physical features. Investigate and apply skills by undertaking fieldwork. Identify physical and human features Create and understand maps</p>	<p>Name Locate Identify Compare Understand Record Observe Investigate Create</p>

<u>Year</u>	<u>Location Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical skills and fieldwork.</u>	<u>Key vocabulary</u>
4	<p>Know the name of and locate a number of the world's longest rivers <u>Can I name and locate at least 8 of the longest rivers in the world?</u></p> <p>Know the names of a number of the world's highest mountains <u>Can I name and locate at least 8 of the tallest mountains in the world?</u></p> <p><u>Know the names of and locate at least eight major capital cities across the world</u></p>	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Can I compare to different cities and say how the land use differs?</u></p>	<p>Know and label the main features of a river <u>Can I label the main features of a river?</u></p> <p>Explain the features of a water cycle <u>Can I explain the features of the water cycle?</u></p>	<p>Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world. <u>Can I name and apply the eight compass points and describe positions of cities and places in a country?</u></p> <p>Use the four-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. <u>Can I identify the 6-figure grid references for the local area?</u></p> <p>Know how to plan a journey within the UK, using a road map. <u>Can I identify different types of roads and possible routes within the UK?</u></p> <p>Visit to Scarborough Castle to complete a treasure hunt within the grounds using the eight points of the compass and grid co-ordinates.</p>	<p>Use geographical vocabulary to refer to: Climate zones Biomes Vegetation belts Rivers Mountains Longitude Latitude Tropics Water cycle Motorway A-roads B-roads Arctic/Antarctic circles Greenwich Meridian GMT Time Zones</p>
Year 4 skills	<p>Name and locate major mountains and rivers in the world. Identify specific regions of the world</p>	<p>Compare two cities Understand similarities and differences</p>	<p>Identify different weathers and patterns Record and name different weather types. Understand patterns over time</p>	<p>Observe human and physical features. Investigate and apply skills by undertaking fieldwork. Identify physical and human features Create and understand maps</p>	<p>Name Locate Identify Compare Understand Record Observe Investigate Create</p>

<u>Year</u>	<u>Location Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical skills and fieldwork.</u>	<u>Key vocabulary</u>
Year 5 knowledge	<p>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 Know the names of a number of European capitals</p> <p><u>Can I identify European countries and know their capitals?</u> <u>Can I compare our local area with cities from South America?</u> Local area and The Favelas</p> <p>Know the names of, and locate, a number of South or North American countries. <u>Can I identify South American countries?</u></p> <p><u>Can I explore ideas of longitude and latitude around the world and link to the tropics?</u></p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Can I compare landscapes in two countries and say how they have changed over time?</u> Rainforests and local area.</p>	<p><u>Do I know what is meant by biomes and what are the features of a specific biome?</u></p> <p><u>Can I label layers of a rainforest and know what deforestation is?</u></p> <p><u>Can I identify different biomes?</u></p>	<p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><u>Can I use an atlas and other sources to compare features of different countries?</u></p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p><u>Can I use graphs to show differences in world locations including temperature, rainfall etc?</u></p> <p>Children to record statistics for local area over a two week period in two countries from around the world – UK and Brazil.</p> <p><u>Can I use symbols and keys on a map?</u></p>	<p>Atlas Index Coordinates Latitude Longitude Contour Altitude Peaks Slopes Continent Country City North America South America Border Key</p>

Geography Progression Documents

Year 5 skills	Name and locate countries from other parts of the world	Compare two cities Understand similarities and differences between cities	Identify different weathers, climates and biomes Record and name different climate types. Understand patterns over time and the effects of weather and climate	Observe human and physical features. Investigate and apply skills by undertaking fieldwork. Identify physical and human features Create, understand and record using graphs	Name Locate Identify Compare Understand Record Observe Investigate Create
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Geography Progression Documents

Year	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork.	Key vocabulary
Year 6 knowledge	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Can I identify countries and know there capitals from around the world?</u> Know the names of, and locate, a number of South or North American countries.</p> <p><u>Can I identify North American countries?</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Do I know about time zones and work out differences?</u></p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Can I compare our local area with cities from Russia?</u> Local area and Moscow, Russia.</p>	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Can I identify the names of and locate some of the world's deserts?</u></p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Do I know why are industrial areas and ports are important?</u></p> <p><u>Do I know main human and physical differences between developed and third world countries?</u></p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Can I use an atlas (Google Earth) and other sources to compare features of different countries?</u></p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><u>Do I know what most of the ordnance survey symbols stand for?</u></p> <p><u>Do I know how to use six-figure grid references fluently?</u></p>	<p>Atlas Index Coordinates Latitude Longitude Contour Altitude Peaks Slopes Continent Country City North America Russia Border Key Ordnance survey</p>
Year 6 skills	<p>Name and locate countries from other parts of the world</p> <p>Identify capitals of different countries from around the world</p>	<p>Compare two cities</p> <p>Understand similarities and differences between cities</p>	<p>Identify different weathers and patterns</p> <p>Record and name different weather types.</p> <p>Understand key aspects of human geography</p>	<p>Observe human and physical features.</p> <p>Investigate and apply skills by undertaking fieldwork.</p> <p>Identify physical and human features</p> <p>Create, understand and record using maps and ordnance surveys.</p>	<p>Name Locate Identify Compare Understand Record Observe Investigate Create</p>

Implementation

- A clear and effective, bespoke cross curricular scheme of work that provides coverage in line with the National Curriculum. Teaching and learning should facilitate progression across all key stages within the threads of **location knowledge, place knowledge, human and physical geography** and **geographical skill and fieldwork**.
- Children will have access to the resources (atlases, globes, map, reference books, computers) and software that they need to develop knowledge and skills of geography.
- A clear and effective scheme of work that provides coverage in line with the National Curriculum (school curriculum in-line with the national curriculum).
- Teaching and learning should facilitate progression across all key stages within the strands named above. Children will have the opportunity to explore and respond to key issues such as impact on our world, current issues and news and citizenship.
- Wider Curriculum links and opportunities to explore geography in jobs – Investigations, CCCC opportunities, educational visits and visitors to the school.
- The knowledge and understanding of geography is shown through displays within the learning environment (classrooms, hall and wider school).
- Sharing work with families via the Class Dojo Platform for the children to talk further their understanding at home.
- As well as opportunities underpinned within the scheme of work, children will also spend time further exploring geography in other areas of the school – forest school/beach school. Children will use the local area and its geographical features to expand their knowledge of the world we live in.

Impact

- Children will be confident geographers and be able to use and apply a wide range of skills across the curriculum.
- Children will have a secure and comprehensive knowledge of the world in which they live and can identify and locate a wide range of places/landmarks in the world.
- Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when learning about geography.
- Children will be enthusiastic about their learning of Geography and talk about how it will impact on their lives in the future.
- Teachers deliver quality teaching and learning throughout the school giving children opportunities they may not have experienced before.