



Intent, Implementation and Impact Long Term Plans & Progression

A word cloud titled "What's in your spiritual toolbox?" The words are arranged in a circular pattern around a central point. The most prominent words, shown in larger fonts, include "Spiritual", "love", "non religious", "grow", "truth", "intangible", "wonder", "values", "insight", "reason", "respect", "feeling", "order", "emotions", "beliefs", "awe", "enjoyment", "empathy", "integrity", "perseverance", "the world", "self confidence", "religious", "fascination", "creativity", "beauty", and "faith". The colors range from dark blue to light yellow.

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together

Aspiration - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference

Perseverance – Not everything comes easily – keep trying to reach your goals and dreams

Shine – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Geography

Intent

"A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives." DfE

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Our school is situated in an Area of Outstanding Natural Beauty, with woodland, rivers and Brimham Rocks nearby. We take full advantage of our beautiful surroundings.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Glasshouses and Pateley Bridge, so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- An comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Geography

Implementation:

Teachers are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum together as a team. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons;
- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Appropriate curriculum themed home learning tasks which children complete with adults at home;
- Local geographical features and places are built into the curriculum.
- Learning Logs are used to identify misconceptions and gaps in learning to be addressed by the teacher.

Impact:

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;

Tracking of gains in each quiz;

- Pupil discussions about their learning;

Geography

Implementation:

Prior to Session 1	Children complete a Essential Knowledge Check 1 (prior knowledge that needs to be in place in order to built on new learning as per the sequential knowledge grids) so that the teacher can plan how to close any knowledge gaps or address any misconceptions.
Session 1	Teaching gaps in knowledge and misconception (these will need to be revisited) Share the learning journey for new knowledge - the connections between prior knowledge an the new knowledge need to be made explicit(i.e. what links to what) to the children as you are building on prior knowledge - explain that they needed to know, in order to built into their schema. Share the big question and explain what they will be learning to enable us to answer this. (Metacognition) Share Knowledge Organiser with vocab and sticky knowledge. Exit Questions - Teacher to use outcomes from exit questions to close gaps/plan next steps
Session 2	Recapping new vocabulary/connecting previous vocabulary. Verbal recalling of previous learning. Carefully plan the introduction to the new unit of learning - engaging and inspiring, awe and wonder (not just PowerPoints) Share the learning journey again - what are we learning today and why. Using CPD on Being a Great teacher - explicit modelling, questioning etc. Teacher modelling and work for children to show how far they have met the intended outcome. Exit Questions - Teacher to use outcomes from exit questions to close gaps/plan next steps

Geography

Implementation:

Session 3	Teaching session 3 - Verbal retrieval - lesson matched to learning journey. Using day to day assessment to identify any gaps and misconceptions - adapt lesson for these. Teach session using explicit modelling, carefully planned question (vary using Blooms) Continue to develop vocabulary in context. Lesson objectives taught - explicit modelling and discussion. Exit Questions - Teacher to use outcomes from exit questions to close gaps/plan next steps
Session 4	Teaching session 4 - Retrieval - Read and Retrieve (10 mins) Teach session using explicit modelling, carefully planned question (vary using Blooms) Continue to develop vocabulary in context. Lesson objectives taught - explicit modelling and discussion. Exit Questions - Teacher to use outcomes from exit questions to close gaps/plan next steps

Geography

Implementation:

Session 5	Teaching session 5 - Verbal retrieval - lesson matched to learning journey. Lesson objectives taught - explicit modelling and discussion. Building on substantive knowledge - disciplinary knowledge - Teach session using explicit modelling, carefully planned question (vary using Blooms) Continue to develop vocabulary in context. Exit Questions - Teacher to use outcomes from exit questions to close gaps/plan next steps
Session 6	Teaching session 6 - Verbal retrieval - lesson matched to learning journey. Lesson objectives taught - explicit modelling and discussion. Building on substantive knowledge - disciplinary knowledge - Exit Questions - Teacher to use outcomes from exit questions to close gaps/plan next steps

Geography

Implementation:

Session 7	Teaching session 7 - Retrieval - Read and Retrieve (10 mins) Lesson objectives taught - explicit modelling and discussion. Building on substantive knowledge - disciplinary knowledge Exit Questions - Teacher to use outcomes from exit questions to close gaps/plan next steps
Session 8	Teaching session 8 - Verbal retrieval - lesson matched to learning journey. Lesson objectives taught - explicit modelling and discussion. Building on substantive knowledge - disciplinary knowledge Exit Questions - Teacher to use outcomes from exit questions to close gaps/plan next steps

Geography

Implementation:

Session
9

Teaching session 9 - Vocabulary Retrieval

Using information from the Essential Knowledge 2 - address gaps in knowledge and any misconceptions. Check Lesson objectives taught - explicit modelling and discussion.

Building on substantive knowledge - disciplinary knowledge - working scientifically.

Learning Log - Composite assessment tasks. These require pupils to draw on a range of subject knowledge (including different types of knowledge) to construct a more complex output.

Geography

Impact:

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- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;

Tracking of gains in each quiz;

- Pupil discussions about their learning;

Research Review Series - Geography June 2021

Suggestions about assessment;

- Assessments allow pupils and teachers alike to appreciate what has been learned.
- Teachers are clear about the assessment criteria, which both helps pupils to improve their attainment and motivates them.
- Assessments are designed so that teachers can identify specific gaps in pupils' knowledge and any misconceptions.
- Assessment information flags areas where pupils have a secure knowledge and where they need some aspects to be retaught.
- Teachers and leaders recognise that progress is rarely linear due to the cumulative nature of geography.

Geography in the Local Area

Geography Opportunities in Our Local Area

EYFS	1. Where do I live? 2. What is it like to be beside the seaside? 3. Why is the natural world so wonderful?	1. Local area and park - playground 2. Sandsend 3. Local area fieldwork. 4. Studfold Farm
KS 1	1. What is it like to live here? 2. What is like to live on the coast? 3. How can the weather affect us?	1. Nidderdale Museum and local area – farming, land use and playground/sports field 2. Saltburn 3. How the weather affects local farming 4. Harlow Carr – signs of the seasons workshop
LKS 2	1. What are rivers and how are they formed? 2. Are all settlements the same?	1. River Nidd – local 2. Local farm 3. ANOB visitors 4. Local area - Glasshouses, Pateley Bridge, Harrogate
U KS2	1. How can we make our local area more environmentally friendly? 2. What is life like in the Alps?	1. Harlow Carr Gardens – Planting for the Planet workshop and fieldwork in the local area. 2. Rive Nidd- where does this go? 3. ANOB visitors 4. Fieldwork at Guisecliffe and Reagill

Substantive and Disciplinary Knowledge in Geography

Geography Substantive Knowledge

Substantive knowledge sets out subject specific content that is to be learned - i.e. the National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into **Declarative Knowledge** (know what) and **Procedural Knowledge** (know how).

Declarative Knowledge includes: locational knowledge, place knowledge, and human and physical processes - they are facts of geography that we can be declared. Declarative knowledge enables pupils to know facts like a geographer.

Geographical skills and fieldwork can be termed as **Procedural Knowledge** - this is knowing how to do geography. This could be knowing how to draw a map, knowing how to conduct a survey, knowing how to measure rainfall.

Geography Disciplinary Knowledge

Disciplinary Knowledge considers how substantive knowledge originates is debated and revised - i.e, how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know. It is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into how geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to think like a geographer.

Strands of the curriculum that come under the umbrella of disciplinary knowledge include:

- Asking geographical enquiry questions.
- Collecting, analysing and interpreting data through fieldwork and related activities.
- Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and technology.
- Analysing data and communicating geographical information in a variety of ways, through constructing maps, charts and graphs and writing at length.
- Critically evaluating and debate the impact of geographical processes,

Examples of disciplinary knowledge in geography include;

- We know there is global warming by measuring temperatures, plotting graphs and analysing them.
- We know about settlement plans by observing them in the field, drawing maps and analysing them.
- We know about the water cycle by observing elements I the natural world, applying scientific knowledge, and creating geographical diagrams to explain it.

Geography

Procedural Knowledge and Disciplinary Knowledge

Procedural Knowledge and disciplinary knowledge overlap in Geography. They overlap because essentially, it is through knowing how to conduct fieldwork and interpret a range of geographical information (procedural knowledge) that geographers learn the disciplinary knowledge of how substantive knowledge is created and contested over time.

Our enquiry-based approach centres each unit of work on a Big Question, drawn from Peter Jackson's Big Concepts.

- 1) **Space and place:** Understanding and describing an area that exists (space) and humans' relationship with that space (place). What transport use is like in the local area? How has Pateley Bridge changed?
- 2) **Scale and connection:** Local, national and global scales and causal connections that exist between local, national and global scales. For example, how do my actions affect the climate?
- 3) **Proximity and Distance:** How do things change over space and distance. For example, how does sediment change over a beach? How does life change as you move further away from a city?
- 4) **Relational thinking:** Understanding how our own subjective attitudes and beliefs affect the way we see another place and affect the comparisons we draw between places.

Geography

Getting Our Bearings - Ofsted Report - September 2023

The Ofsted report into the teaching of Geography found that procedural knowledge (the knowledge of how to use geographical skills) was rarely planned for in the same way as substantive knowledge (established facts about the world). The report also found that Fieldwork was underdeveloped in almost all schools, as the curriculum did not consider how pupils would make progress in their ability to carry out fieldwork over time. They stated that leaders had not considered how fieldwork should be taught or how pupils would learn more about how geographers carry out their work. With this in mind, we have carefully considered how our local area will be used to develop fieldwork skills, along with a progressive approach to fieldwork.

The report also suggested that teachers should be aware of the prior knowledge that pupils need in order to engage in classroom activities. Teachers should avoid asking pupils to guess their way towards answers for which they do not have the necessary knowledge or to research a subject independently when they do not know how to make sense of what they find. We have planned opportunities for connecting prior knowledge to new knowledge and for identifying and addressing misconceptions, throughout the unit.

Substantive Knowledge			Disciplinary Knowledge
Declarative Knowledge Knowing what - i.e. the facts of Geography			How we revise and know what we know e.g. Ask and investigate geographical questions; Critically evaluate and debate the impact of geographical processes.
Locational Knowledge e.g. Name and locate places; understand longitude and latitude.	Place Knowledge e.g. Contrasting two localities.	Physical & Human Geography e.g. Climate zones, earthquakes, settlements, patterns	
Procedural Knowledge			
Procedural Knowledge Geography Skills and Fieldwork Knowing how to 'do' Geography How to use maps and globes; How to collect rainfall data during fieldwork.			

SEND Adaptions in Geography

SEND Adaptions for Geography

Cognition and Learning

Communication and Interaction

Subject Challenges for SEND

SEND Provision

Subject Challenges for SEND

SEND Provision

The ability to explain a geographical concept/provide reasoning to explain a thought or opinion.

The ability to recall basic geographical information e.g. the seven continents.

Reading/studying of case studies/geographical texts/atlas.

Understanding of subject specific vocabulary.

Difficulty in producing accurate pieces of writing e.g. a comparison of two countries.

Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.

Pre-teach can be used to revisit key geographical information as well as planned retrieval questions. The use of ‘hooks’ at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.

Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online. Share information in different ways e.g. via a National Geographic video rather than a written text. Use online atlases which can be simplified e.g. Digimaps rather than physical atlases.

Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. ‘mouth of the river’ or ‘water table.’ Pre-teach this vocabulary and use visuals/vocabulary mats to reinforce key vocabulary throughout the lesson.

Use writing frames, ‘fill in the blank’ sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to ‘hold their sentences’ whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).

Expressing themselves and sharing their thoughts and opinions orally.

EAL pupils may find it difficult to access resources/learning.

Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.

Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.

Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.

Use a reduced number of simple instructions which are supported by visuals.

Appropriate modelling to aid understanding.

Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.

SEND Adaptions for Geography

Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Fine motor skills/physical difficulties. Sensory/physical difficulties accessing specific environments during fieldwork activities. Children with a visual impairment may find it difficult to view text/images/maps.	Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, when conducting fieldwork activities, some children may require a larger measuring tape/thermometer. Consider alternative ways to measure information e.g. trundle wheel rather than measuring tape. Ensure any sensory difficulties are considered at the point of planning and appropriate alternative arrangements are made. For example, if a child will find the texture of sand overwhelming at the beach, ensure appropriate footwear has been identified and resourced. Ensure that all environments are accessible to children with physical disabilities e.g. wheelchair accessible. (Identify in risk assessment). Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Use digital maps such as Digimaps rather than physical atlases. This allows children to zoom in and enlarge information on a map as needed.	Low self-esteem in geographical ability. Difficulties with social skills may result in children finding group work challenging. Distress caused by exposure to unfamiliar environments during trips/fieldwork.	Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific geographical skill. E.g. focus upon the labelling of segments of a river as opposed to the neatness of the river drawn into books. Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time. Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.

Fundamental British Values and SMSC in Geography

Geography → Fundamental British Values

The Geography curriculum aims to provide children with a fascination of the world they live in and encourage children to be good, active citizens of Britain. The studies of their local areas encourage children to be proud of their culture and heritage and gain an understanding and mutual respect of the multi-cultural society in which they live.

The Geography curriculum enables children to learn more about the countries of the world, including their own. It is through these studies that children learn about democracy and the impact the decisions made by those in power have on specific places. This includes numbers of hospitals in cities, parks and green spaces and also the impact that a rising population has on our world.

Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world. Through completing fieldwork activities and river studies, children can see the effect that humans are having on our planet and can be empowered to make a change - even if they are standing away from the crowd.

Geography → SMSC Links

Spiritual

- Find out about people in other parts of the world and the way they live, finding similarities and differences.
- Learn about different places in the world that are of spiritual significance to a variety of religions.
- Experience awe and wonder at the natural world.
- Reflect on the earth's origins physical geography.

Moral

- Consider how people treat the environment; posing questions such as 'How are we changing our surroundings - are some things for the better and others for the worst? Who should look after our environment?
- Recognize what is right and wrong, such as Fairtrade and who benefits from it.
- Discuss climate change.
- Reflect on the fair/unfair distributions of Earth's resources.

Social

- Learn about how Britain has been shaped by different groups from other parts of Europe and beyond.
- Explore sustainable living.
- Provide positive and effective links with the community.
- Consider social responsibility in the environment such as parking issues around school.

Cultural

- Celebrate diversity through cultural days, learning about different parts of the world.
- Cultural theme days- learning about different parts of the world.
- Study people to reflect on the social and cultural characteristics of society.
- Explore cultures that have had, and still have an impact on the local area.

Vocabulary Progression in Geography

Geography Vocabulary Progression

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Beach Building Farm Flag Forest Hill Journey Land Park Path Pond River Road Sea Season Soil Weather	Atlas City Cliff Coast Compass Continent Country East Europe Equator Factory Globe Habitat Harbour House Human Island Local Area Man Made Mountain North North Pole Ocean Office Physical Population Port Shop South South Pole Town United Kingdom Vegetation Village West	Aftershock British Isles Capital Cities Destination Dormant Earthquake Environment Eruption Human Features Index Key Landscape Land Use Locality Mountain Range North East North West Northern Hemisphere Physical Features Precipitation Region Settlement South East South West Symbols Temperature Tropic of Cancer Tropic of Capricorn	Antarctic Circle Arctic Circle Biomes Condensation Climate Zones Distribution Economical Activity Evaporation Fieldwork Graph Greenwich Meridian Groundwater Infiltration Itinerary Land Use Latitude Longitude Natural Resources Ordnance Survey Precipitation Scale Settlements Symbol Time Zones Trade Trade Links Vapour Vegetation Belts Water Cycle

Golden Threads in Geography

**Substantive Knowledge
(Locational Knowledge & Place
Knowledge)**

Locational Knowledge - Declarative Knowledge

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Local Area	Know the name of my school. Know the town that where I live. Know basic relative positional language.	Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards, backwards)	Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.	Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of the compass, four figure grid references, maps, symbols and keys.		Name, locate and describe a local river and understand how it has changed over time, using the eight compass points, six-figure grid references, maps, symbols and keys.	
The United Kingdom	Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK.	Name and locate the countries in the UK and their capital cities. Name the surrounding seas of the UK.	Name and locate some of the key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational and directional language and the four main compass directions.	Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations) and mountains, employing the use of the eight points of a compass, maps, symbols and keys.	Name and locate countries and cities in the UK (e.g. coasts, rivers, mountain ranges, countries, ad cities), using locational/directional language, 8 points of a compass, four figure grid references, maps, symbols and keys.	Locate and describe humans an physical features of the UK (e.g. coasts, rivers, mountain ranges, countries and cities), using locational and directional language, 8 points of a compass, six figure grid references, maps, symbols and keys.	

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The World	Understand the terms 'land' and 'sea'	Understand the terms 'land' and 'sea'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the use of the terms 'poles' and 'equator' Recognise and know basic features of the different continents.	Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of locality, including use of locality/directional language, the four main compass directions and the terms 'poles' and 'equator.'	Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.	Name, locate and understand the significance of the Equator, Northern & Southern Hemisphere, Tropic of Cancer/Capricorn, latitude and longitude, Arctic and Antarctic and different climate zones. Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. Locate key Earthquake zones of the world, including an earthquake location study.	Name, locate and describe some of the world's major rivers, employing the use of the eight points of the compass, maps, symbols and keys.	Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys. Locate countries of North and South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities)

Place Knowledge - Declarative Knowledge

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparisons	Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents and families come from). Make simple comparisons between familiar environments between familiar environments (e.g. home, school, farm)		Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region in Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers)	Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions.	Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes, population.

Golden Threads in Geography

**Substantive Knowledge
(Physical & Human
Geography)**

Physical Geography Knowledge - Declarative Knowledge

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weather and Climate	Name the four seasons and begin to describe associated weather, Record weather daily.	Identify and describe weather associated with the four seasons. Identify that the North and South Poles are cold, and the equator is hot.	Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.		Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropic of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required.		Understand how climate and vegetation are connected in biomes (e.g. th tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand and compare the climate of North and South America with the UK.

Physical Geography Knowledge - Declarative Knowledge

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Other Physical Features and Processes	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. Describe and understand key aspect of mountain formation.	Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous, regions, planes, semi-desert etc.) Describe and understand the causes, processes and effects of earthquakes and tsunamis, the different types of earthquakes and their physical effects on the environment, including a focus study on particular earthquakes and/or tsunami.	Describe and explain the water cycle. Describe and explain river formation and key features of the river features. Identify and describe coastal and mountain features of the UK.	

Human Geography Knowledge - Declarative Knowledge

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Settlements and Land Use	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops etc.	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including city, town, village, factory, farm, house, office, port, harbour and shop. Compare the town and countryside.	Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including city, town, village, factory, farm, house, office, port, harbour and shop.	Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) To describe and understand the effect of volcanoes on settlements and land use, Understand land use of the local area.	Understand the effect of climate on land use and settlements in different areas of the world including different European countries. Identify some European cities and settlements.	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	Describe and explain changing land use in North and South America, including the Amazon rainforest.

Human Geography Knowledge - Declarative Knowledge

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Economics, Trade and Resources	Recognise the shops and enterprises in the locality, including being aware of their branding/names.					Use physical and political maps, globes, atlases, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. Understand fairtrade Understand global supply chains. Understand highest value exports.	Understand how food production is influenced by climate and biomes.

Golden Threads in Geography

**Procedural Knowledge
(Geography Skills & Fieldwork)**

Geography Skills, Fieldwork Knowledge - Procedural Knowledge

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
World Maps	Locate chosen country/ countries of parental heritage on globes and maps. To identify the land and sea on world globes/maps.	Draw and locate the locations of continents and oceans on globes and world maps or atlases.	Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	Use maps atlases, globe, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world and major Earthquake zones.	Use physical and political maps, atlases, globes, Google Maps, Google Earth to locate and describe studied human and physical features including major rivers and their corresponding countries and cities, major industries, imports and exports.	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate and temperature.
UK Maps	Locate London on simple maps.	Draw and locate the four countries of the UK and the capital cities on a UK map or atlas.	Draw and locate the four countries of the UK, their capital cities, some of the other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.	Use eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.	Use eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns, cities and varied climates.	Use the eight points of a compass, six figure references, maps, Google Maps/Earth, symbols and keys to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical feature such as rivers, mountains & coastlines, imports and exports.	Use the eight points of a compass, six figure grid references, maps, symbols, maps, references, maps, symbols and keys to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.

Geography Skills, Fieldwork Knowledge - Procedural Knowledge

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local Regional maps and other Secondary Data Sources	Begin to use simple locational/directional language (e.g. near, far, up, down, forwards, backwards) to describe the location of features on a local map and to move around the school.	Begin to use simple location and directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions to describe the location of features on a local map and to move around school. Construct simple plans with support. Use aerial images to recognise basic physical and human features.	Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area. Construct simple maps. Use aerial images to recognise basic physical and human features.	Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school; compare different types of local map. Construct detailed plans Use aerial images and age appropriate graphs to acquire and discuss geographical information.	Use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of a UK and European location, and create a tourist route. Create detailed maps. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. Create detailed maps and label physical features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information	Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/Earth to describe geographical features of locations in North/South America, and create a tourist route. Create detailed maps and label human features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.

Geography Skills, Fieldwork Knowledge - Procedural Knowledge

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local Fieldwork	Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area. Make simple models of the locality. Take photos of buildings and places in school and locality (e.g. build a scene).	Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).	Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences. Carry out a simple survey of the school or local area (e.g. weather, traffic)	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.		Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs. Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.	

Golden Threads in Geography

**Disciplinary Knowledge
(Knowing how we know)**

Disciplinary Knowledge - Knowing how we know

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking and Answering questions	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting & Interpreting	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information	
Analysing & Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age appropriate graphs and through writing, using appropriate geographical vocabulary.		Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age appropriate graphs and through writing at length, using appropriate geographical vocabulary.		Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	

Disciplinary Knowledge - Knowing how we know

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating & Debating	Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	

Geography Connected Learning

Connected Geographical Knowledge

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Local Area	- Where do I live? Learning about the local area. Making maps of their journey to school. - What is my school like? – Making maps of the playground and thinking about how to improve it. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	- What is it like here? – Creating maps of school grounds, using ariel photos. Consider how we can make small changes to improve our environment. - Why is our natural world so wonderful? – What is unique about our locality? – using fieldwork. Consider what we can do to preserve our natural world.	- What are rivers and how are they formed? – studying a local river as fieldwork. How do humans use river? What has been the impact of this on the environment? - Why are the rainforests so important to us? – looking at the impact of human activity locally. Consider the impact of human activity on rainforests? What is being done to repair this?	- Why do natural resources matter? – finding out about where local energy comes from. Learn about the impact of renewable and non-renewable energy sources on society and the environment. - How can we make our local area more environmentally friendly? – a study of the local area with a focus on how to make improvements. How can we improve the quality of our local area?
World Maps and Comparisons	- Where are cold countries? Learning about cold countries and finding them on maps and globes. - Where are hot countries? – Learning about hot countries and finding them on maps and globes. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	- How is life in China so different? – Using world maps and comparing Beijing to the local area. Consider the land use in our local area and in Beijing. - Would you prefer to live in a hot or cold place? – Compare the North and South Poles with Kenya and compare the weather in these areas with the local area. What has been the impact of human in both these areas?	- Are all settlements the same? – link to previous learning on mountains, compare local area to land use in India. Consider how population affects the natural environment. - Where does our food come from? – looking at the distribution of climate zones – map out the imports of food from around the world. Consider the impact around the world of the food trade and travel.	- What is life like in the Alps? – learn about the climate of mountain ranges – how does tourism affect an are positively and negatively? - Would you like to live in the desert? – explore biomes and their various characteristics – how have humans adapted to living in the desert – what is the impact?

Connected Geographical Knowledge

Human and Physical Geography Geographical Skills

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	- How and why does the weather change? Learning about different types of weather around the world. Keeping diaries about the weather. - What is it like at the seaside? - Learning about the coast and islands. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	- How can the weather affect us i? - Learn about the four seasons in the UK and compare this with hot and cold places. How can we change our behaviour in response to different weather? - What is it like to live by the coast? - Revisiting the countries and cities of the UK and learning about the physical features of the Jurassic coast. How have humans interacted with the coastline over time – consider land use and tourism.	- Why do people live near volcanoes? - explaining the formation and types of volcanoes. Explore the negative and positive effects of living in a volcanic environment – how have humans responded? - Who lives in Antarctica? – looking at longitude and latitude – look at the physical features of a polar region and how humans have adapted to being there. Consider the effects of climate change in Antarctica.	- Why does population change? - looking at global population distribution, exploring what impacts birth and death rates. How can population have an impact on environment? - Why do oceans matter? - a study of the Great Barrier Reef and the Great Pacific Garbage Patch – Consider how pollution is damaging our oceans and what positive environmental changes have been made already.

Long Term Planning Overviews

Geography Long Term Plan EYFS

	Autumn	Spring	Summer
2025-2026	Where do I live? Discussing and exploring their local area including observational sketches. Locating where they live on a simple map and creating a simple 3d one.	Where are cold countries? – Link to Lost and Found Introducing children to other countries that are cold. Use maps and globes.	How and why does the weather change? Discussing the four seasons we experience in the UK and the associated weather. Talking about how we change our behaviour in response to different weather.
2026 - 2027	What is my playground like? Discussing and exploring their local area including observational sketches. Locating where school is on a simple map and creating a simple 3d one. Can we improve our local area?	What are hot countries like? - Link to Handa's Surprise Introducing children to countries that are hot. Use maps and globes – link to stories such as Handa's Surprise.	What is it like to be beside the seaside? – Sharing a Shell Use maps and globes to locate seaside towns. What is different about them to where we live?

Geography Long Term Plan

Key Stage One

	Autumn	Spring	Summer
2025 - 2026	What is it like here? Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. *Previous Knowledge – EYFS where do I live?	Would you prefer to live in a hot or a cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. *Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world. *Previous Knowledge – EYFS hot and cold countries.	How can the weather affect us? Looking at the countries and cities that make up the UK. Discussing the four seasons we experience in the UK and the associated weather. Keeping a weather diary or record. Finding out about hot and cold places in the UK and introducing weather mapping using a simple key. Talking about how we change our behaviour in response to different weather *Previous Knowledge – EYFS how and why does the weather change?
2026 - 2027	Why is our Natural World so wonderful? Learning the names and locating the oceans of our world. Identifying features and major characteristics of the UK. Learning about oceans and how we use water, the highest points in our mountain ranges and finding out about some of the wonders of the world. Considering what is unique about our locality and using fieldwork to present this.	How is life in China so different? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Identifying physical features of Beijing using aerial photographs and maps with support. Identifying settlement and land use in Beijing as well as human features. Comparing these to features in our local area and making a simple map using data collected through fieldwork.	What is it like to live by the coast? Naming and locating continents and oceans of the world. Revisiting countries and cities of the UK and surrounding seas. Learning about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. *Previous Knowledge – EYFS what is it like to be beside seaside?

Geography Long Term Plan

Lower Key Stage Two

	Autumn	Spring	Summer
2025 - 2026	Mountains and Volcanoes – what, where and why? Learning about how mountains form and about features of mountains. Naming and locating the UK's highest peaks. Recognising the key features of a volcanoes and learning vocabulary associated with volcanoes. Explain the impact of volcanoes on people's lives. Learning About the eruptions in Iceland.	Europe – What is it like to live in Northern Italy ? Identifying Northern Italy on a map. Recognising human and physical features of Northern Italy. Using different sources to learn about villages in Northern Italy. Learning about Venice and how it is affected by tourism. *Previous Knowledge – KS1 - Would you prefer to live in a hot or cold country?	Climate zones – What are they? Why are they important/same? Understand the position of the earth in relation to the sun. To understand what climate zones are and locate them. To understand the difference between biomes and climate zones. Recognise the effect that climate change is having on our world. *Previous Knowledge – KS1 - Why is our Natural World so Wonderful?
2026 - 2027	Why are the rainforests so important to us? Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. Investigating the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest and discussing the impact of human activity locally and globally. *Previous Knowledge – KS1 - Why is our Natural World so Wonderful?	Where does our food come from? Looking at the distribution of the world's climate zones and mapping imports of food from around the world using maps. Looking at trade and how this links to climate, mapping trade routes. Finding out about fair trade with a specific focus on the Dominican Republic and cocoa beans. Learning about trade where they live and exploring where the food for their school dinners comes from. Visits to local farms – looking at food production in the local area.	Rivers – What's Special about them? Mapping out major rivers, globally, and learning about the features and courses of a river. Learning about how humans interact with and use the river and examples of this in a contrasting environment to their own. Studying the River Nidd as fieldwork.

Geography Long Term Plan

Upper Key Stage Two

	Autumn	Spring	Summer
2025-2026	South America - Why does the Amazon matter? Comparing tropical and temperate rainforests. Locating the Amazon rainforest and describing some of its geographical features. Describe what food grows in a rainforest and describe the climatic conditions required to grow them. Look at ways to protect the Amazon rainforest and debate the future.	Coasts - What happens where the coast meets the land? Describe the coastal features of the UK. Learn about erosion. Identify threats to coastal areas around the world. How can we protect coastal areas. Learn about how tourism impacts on coastal areas and *Previous Knowledge – KS1 - What is it like to live on the coast?	Earthquakes – How do they change the world? Explain what an earthquake is and what causes them, Explain how earthquakes are measured. Describe and learn about earthquake zones. Learn about the consequences of the Honshu earthquake in Japan in 2011.
2026 - 2027	Local and global - Why are trees and forests important? Identify local trees and map them in the area. Use maps and data sources to identify changes in UK forests and woodland. Identify and locate forests globally. Use fieldwork to identify where to plant trees.	Why do natural resources matter? . Learning about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. Finding out where local energy comes from and carrying out a fieldwork investigation considering sustainability.	Around the world in 80 days – What have we learnt about our world? Recap the value of learning Geography. • Environmental Geography – North and South America. • Contracting localities – Asia and Antarctica. • Tourism -Oceania • Natural resources and sustainability - Africa

Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education.

Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge - links can be made across different areas of study.

Reception	People, Culture and Communities
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Year 1	
Locational Knowledge	• Pupils can name and locate three of the seven continents of the world • Pupils can name and locate two of the five oceans of the world • Pupils can name and locate three of the four countries of the United Kingdom • Pupils can name two of the four capital cities of the United Kingdom
Place Knowledge	• Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography • Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography
Human and Physical Geography	• Pupils can identify seasonal patterns • Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles • Pupils are beginning to use basic geographical vocabulary to refer to human features • Pupils are beginning to use basic geographical vocabulary to refer to physical features
Geographical Skills and Fieldwork	• Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately • Pupils can use simple compass directions with increasing accuracy • Pupils are recognising landmarks with increased accuracy • Pupils are beginning to devise a simple map

Year 2	
Locational Knowledge	• Pupils can name and locate the seven continents of the world • Pupils can name and locate the five oceans of the world • Pupils can name and locate the four countries of the United Kingdom • Pupils can name the four capital cities of the United Kingdom
Place Knowledge	• Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography • Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography
Human and Physical Geography	• Pupils can identify seasonal and daily weather patterns • Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles • Pupils can use a wide range of basic geographical vocabulary to refer to human features • Pupils can use a wide range of basic geographical vocabulary to refer to physical features
Geographical Skills and Fieldwork	• Pupils can use maps, atlases and globes confidently to identify studied regions • Pupils can use simple compass directions confidently • Pupils can recognise landmarks • Pupils can devise a simple map with basic symbols in a key

Year 3	
Locational Knowledge	• Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map • Pupils can, with increasing accuracy, locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian
Place Knowledge	• Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human geography • Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography
Human and Physical Geography	• Pupils can describe a few aspects of physical geography • Pupils can describe a few aspects of human geography
Geographical Skills and Fieldwork	• Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently • Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

Year 4	
Locational Knowledge	• Pupils can confidently locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom and are beginning to identify counties • Pupils can identify at least 4 for 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
Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography
Human and Physical Geography	• Pupils can describe an increased range of aspects of physical geography • Pupils can describe an increased range of aspects of human geography
Geographical Skills and Fieldwork	• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

Year 5	
Locational Knowledge	• Pupils can, mostly, locate countries of the world on a map • Pupils can, mostly, locate counties and cities of the United Kingdom • Pupils can identify most for 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 • Pupils can identify aspects of the physical and human geography that have changed over time
Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography
Human and Physical Geography	• Pupils can describe and understand an increasing variety of key aspects of physical geography • Pupils can describe and understand an increasing variety of key aspects of human geography
Geographical Skills and Fieldwork	• Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies

Year 6	
Locational Knowledge	• Pupils can confidently locate countries of the world on a map • Pupils can confidently locate counties and cities of the United Kingdom • Pupils can 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 • Pupils can confidently identify how aspects of the physical and human geography have changed over time
Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography
Human and Physical Geography	• Pupils can describe and understand a wide range of key aspects of physical geography • Pupils can describe and understand a wide range of key aspects of human geography
Geographical Skills and Fieldwork	• Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can 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