



Christ Church Upper Armley CE Primary

Geography Intent and Overview

In partnership to Educate, Nurture & Empower

A member of



Geography Curriculum: Christ Church Upper Armley

At CCUA Primary we aim to give each and every child a sense of identify and contextual knowledge of local and globally significant places. Keeping in line with our schools aims and vision we aspire to create inquisitive and analytical minds and lifelong learners and seekers of knowledge. During their time at CCUA Primary, students will be encouraged to link their geographical knowledge with the geographical skills and processes, in order to understand and appreciate the human and physical aspects of geography.

To deepen their experiences and understanding of geography all children will be immersed in a broad and rich curriculum which will provide them with opportunities to partake in fieldwork and develop their knowledge of cartography. They will also be encouraged to ask questions and use a variety of sources, including photos, books, stories and maps. The children will also be using both primary and secondary sources to investigate further.

Purpose of study

A high-quality Geography education should inspire in pupils a sense of 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Greater Depth:

In order to cater for the children who are working at greater depth we will be encouraging them to further deepen their substantive knowledge without which they will be unable to further develop their analytical skills. the strategies used for creating depth of knowledge will include:

- Strategic questioning- this will require the learner to think about the unit of work on a more profound level and go and allow them to understand a higher order of questioning. Lower down in school the concept of sustained shared thinking will be used, where the child's thinking is further developed by the use of 'serve and return' method. This is essentially a conversation with the child using open ended questions. Thus, also improving the child's oracy.

- Considering Learning Roles - In this scenario the child will be encouraged to argue from an alternative perspective, not necessarily a perspective they agree with. This will allow the child to also develop empathy with different viewpoints and garner an understanding and respect for other viewpoints.
- Build on interests to extend – The children working at greater depth will also be provided with suitable materials and encouraged to independently increase the knowledge and become experts in their field.

Key Curriculum Principles

1. **The Bigger Picture: Progression of knowledge should be clear**

The knowledge that children will learn through each geography unit is clear and develops their understanding of location and place knowledge, human and physical geography and geographical skills and fieldwork. Creating and using maps will be central to children's understanding of local and global locations.

2. **Enrichment: Geography seeks to understand how different views, values and perspectives influence and affect places and environments at different scales. It helps explain why places are changing, how they are interconnected and why patterns of inequality exist at both local and global scales.**

Pupils will develop the skills and processes necessary to find out more about their immediate and distant environment Children will be equipped with a broad and rich curriculum which will provide them with skills set they need to succeed.

3. **Deliberate Practice:** Pupils will be taught to look at and use reliable primary and secondary sources and cartography. They will begin to evaluate answers by thinking.

- Have I got all the evidence I need?
- Is it a reliable source?

4. **Oracy:** Through our work with Voice 21 and participation in the 'Narrowing the Word Gap' project, pupils regularly experience different types of talk, such as exploratory talk and presentational talk. Strategies for talk in order to 'learn to talk' and 'learn through' talk are spread throughout the geography curriculum, so that learners can further develop ideas; and articulate them to their peers.

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Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through

Subject content Key stage 1

- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge
- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United

Kingdom, and of a small area in a contrasting non-European country Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should be taught to: Locational knowledge

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

Place knowledge

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

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

Geographical skills and fieldwork

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

Implementation

Attainment Targets

Early Years:

When teaching Geography in Early Years we will be taking a holistic approach in embedding conceptual knowledge and allowing the children to develop their skills and natural curiosity in order to understand the world around them. We understand that each child's physical and cognitive development is a unique journey and therefore geographical concepts and skills will be taught implicitly through a number of activities and discussions throughout their time in Early Years, thus enhancing the children's understanding of place, space and environment allowing them to gain the prerequisite knowledge and skills to understand geography in KS1 onwards.

Key stage 1

Pupils should develop a sense of identity and location using common words and phrases relating to place, space and environment. They should be able to pin point where they live and identify similarities and differences between their locality and other national and global destinations. They should use a wide vocabulary of everyday geographical terms and ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key information about human and physical geography.

In planning to ensure the progression described above through teaching about place, space and environment outlined below, teachers are

often introducing pupils to geographical units that they will study more fully at key stages 2 and 3.

Key stage 2

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

EYFS

At CCUA we develop young children's sense of identity through history by allowing them to explore the past through their environment, family and story. The table below outlines which statements from the 2020 Development Matters (DM) are prerequisite skills for history within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the DM age ranges for 3 and 4-Year-Olds and Reception to match the programme of study for history. The most relevant statements for history are taken from the Specific Area of Learning: **Understanding the World**. The Understanding the world EYFS Statutory Educational Programme outlines:

"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 Framework (2021), pg 10.

EYFS Geography DM/ELG			Geography Skills (links to NC)	Vocabulary	Key Stories/Texts
3-4 Years Nursery	N/A	N/A	N/A	N/A	N/A
Reception					
ELG					

Children develop at different rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. Age/stage bands may overlap as these are not fixed age boundaries but suggest a typical range of development.

In the EYFS the teaching of Geography is embedded in our daily routines and practices which support a child's understanding of change and the passing of time. Examples include:

- Discussing events that occur regularly, for example seasonal patterns, daily routines and celebrations.
- Encouraging investigative behaviour and raising questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'
- Using language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then'.
- Reading stories that introduce a sense of time and people from the past

Geography is also taught more explicitly through topics/themes focused upon developing a child's understanding of the World around them. See below.

Past & present / People culture & communities (linked to NC History/ Geography).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	My family	What job do people do?	Where does food grow?	Animals near and far What lives in our school grounds?	Toys. How have toys changed?	Where in the world? Holidays

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Local Study: History of the school and the streets around us. <i>How has Christ Church School changed since it was first built.</i>	Local Study, My area: Can I find my way around the school and Armley with a compass and a map.	Great Fire of London: What caused the Great the GFoL? What were the consequences of it?	The UK: (A study of the countries and capitals) <i>Where is London and what are its human features?</i>	Explorers: Amy Johnson- how has flight changed over time?	What is it like to live by water: how does living by the sea and rivers in England compare to the same in Africa?
Year 2	The Gunpowder Plot: Why do we celebrate Bonfire Night?	Seasonal Change: What is the weather like in Armley and Leeds.	Explorers: Neil Armstrong and the moon landings- why did we land on the moon?	Where we will explore: Seven continents of the world	LOCAL STUDY: The Seaside in the Past: a Yorkshire Seaside Town 100 years ago compared to now.	Hot and Cold places: what is the weather like in different climate zones.
Year 3	Local Study (How did Armley change during the industrial revolution)?	Local Study: My Area: Locating the UK's regions and landmarks through map and compass work.	Stone Age to Iron Age: How did it all begin?	How do climates change in different countries? Identifying how this affect food growth?	Shang Dynasty: What advancements did they make and did this change the world?	Mountains, Volcanoes and Earthquakes: exploring the natural process around the formation of MVE.
Year 4	Roman Britain: What was the impact of the Roman invasion on Britain? (Inc. study of York)	European study: Italy- an understanding of the human and physical aspects of this country, comparing this to the UK.	Anglo Saxon and Viking Invaders and Settlers: Did the settlement by the Anglo-Saxons and Vikings make England a better or worse place to live?	Settlements and Land Use in Western Europe: how have settlements and land use changed?	Ancient Egypt: Where did the earliest civilisation emerge? What were the achievements of Ancient Egypt?	Rivers: How have rivers helped humans? (inc. the water cycle).
Year 5	Local Study: How did Britain become an industrial powerhouse (focus on transport links, engineering and goods).	My country, My Continent: explore the similarities and difference between Britain, Europe and another country and continent.	Empire: A study of Britain. Did Britain do more harm than good during the British Empire. Explore the Windrush generation and their significant contribution to Britain	Global trade in the past and present: North America	Ancient Greeks: What is the impact of the Greek Empire on modern life? (Comparison to Roman/ Egyptian Empire).	Local Study: Fieldwork: Mapping our Local Area
Year 6	Beyond Face Value: appreciating the long arc of history.	How do humans live and survive in different climate zones.	Ancient Islamic Civilisation: How did this civilisation's achievements spread so far? (Link to Ancient Egyptian civilisation)	Rainforests: South America and Amazon	WWII (project): Why was the world at war? What part did the British and commonwealth people play in the major events of WWII?	Climate Change: our responsibility (Year 6 project)- focus on forest fires and melting ice caps.

Year 1: Local Study: My Area. <i>Can I find my way around the school and Armley with a compass and a map.</i>	Links to Prior Learning				
	During their time in Early Years, pupils have started to understand the world around them; understanding key people and places in their community and understanding similarities and differences between different communities. They have also compared environments to the one in which they live; including seasonal changes in these environments. They will also have further developed this conceptual understanding of Geography through the vocabulary they have learnt. They can also now 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. This learning from early years prepares pupils well for the National curriculum, and studying discrete units of Geography will give them a greater understanding of the world in which they live.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	- The 4 points on a compass are North/East/South/West. - A bird's eye view is where you look at something from above. -To know how to get from my classroom to the church door using directions. -Find Google Maps on the iPad and show me how to use it. Deeper Learning: Create your own map of a regular route through school/ to school.	-Draw and label pictures to show location. -Express your own views about a place, people and environment. -Compare places and locations in contrasting countries.	- Understand that different countries and places that have different types of human and physical features. - Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season. - Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop.	- Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right) - GSF1.2-Make a simple map. -Make a simple map. -Use photos to locate a familiar place. - Observe and record information about the local area e.g. how many shops there are near the school? - Look at a simple map of the local area and identify the things they know and have seen.	- Local Area - House - Route - Arial View - North - East - South - West - Compass - Urban - Rural - Village - Town - City - Countryside

Links to Prior Learning

During their time in Early Years, pupils have started to understand the world around them; understanding key people and places in their community and understanding similarities and differences between different communities. They have also compared environments to the one in which they live; including seasonal changes in these environments. They will also have further developed this conceptual understanding of Geography through the vocabulary they have learnt. They can also now 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. This learning from early years prepares pupils well for the National curriculum, and studying discrete units of Geography will give them a greater understanding of the world in which they live.

Year 1: The UK: A study of the countries and capitals.

*Where is
London and
what are its
human
features?*

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know where the four countries of the United Kingdom are on the map. -To know where the four capitals of the United Kingdom are. -To know the differences between human and physical features of the UK. -To know the human and physical features of one of the UK's capital cities. Deeper Learning: Share the most important facts about the United Kingdom using presentational talk.	-Name and locate the four countries of the UK and their capital cities. -Draw and label pictures to show a location in the UK. -Express own views about a place, people and environment.	- Use basic geographical vocab to refer to key physical features, such as: beach, coast, forest, mountain, sea, river. - Use basic geographical vocab to refer to key human features, such as: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade.	-Make a simple map of the UK. -Use photos to locate a familiar place in the UK. - Observe and record information about the UK.	- United Kingdom - England - Northern Ireland - Scotland - Wales - Coast - City - Town - Village - Monarchy - Population - Forest - River - Mountain - Countryside

Links to Prior Learning

Pupils in year one have used simple maps and simple directional language in order to understand their immediate surroundings. They also studied the United Kingdom and the four countries that it consists of, creating simple maps and using basic fieldwork skills. Pupils will now begin to look further afield, studying the world's continents and oceans and building on the foundational knowledge and skills covered in Year 1. They will also build upon their learning around weather and seasons, through studying hot and cold places globally and locating these on a map. Pupils will also study a contrasting locality, comparing their local a different location overseas.

Year 1:
What is it like to live by water?
How does living by the water in England compare with Zambia?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know what the contrasting human and physical features of Zambia are -To know where the village of Mugurameno is on the map. -To know how the River Zambezi is used by local people and compare this to how rivers are used in the UK. -To know about different foods in Zambia and how they are prepared. -To know how wild animals affect people's lives in this village. Deeper Learning: To know use photographs and text to present what everyday life is like in this village compared to the UK.	- Make comparisons between the UK and life in another country. - Study pictures/videos of two differing localities. - Express own views about a place, people and environment. - Give detailed reasons to support own likes, dislikes and preferences.	-Understand that different countries have different climates. - Use basic geographical vocab to refer to key human/ physical features. - Use key vocabulary to compare different lifestyles.	- Draw simple diagrams with labels - Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.	Mugumareno Village Africa River Zambezi Zambia Crop Farm Market Wildlife Flood

Links to Prior Learning

During their time in Early Years, pupils have started to understand the world around them; understanding key people and places in their community and understanding similarities and differences between different communities. They have also compared environments to the one in which they live; including seasonal changes in these environments. They will also have further developed this conceptual understanding of Geography through the vocabulary they have learnt. They can also now 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. This learning from early years prepares pupils well for the National curriculum, and studying discrete units of Geography will give them a greater understanding of the world in which they live.

Year 2: Seasonal Change.

What is the
weather like in
Armley and
Leeds?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know the months of the year and recognise the seasons. -To know the differences between the seasons. -To know which seasons we are in. -To know the types of clothing worn in the different seasons -To know what types of weather we have in the UK and record the daily weather in our area. -To know how the weather affects different jobs in society. Deeper Learning: Create a weather forecast and explain what clothing is needed in each season, using technical vocabulary.	-Draw and label pictures to show location -Express pupils' own view about place, people, and the environment. -name and locate the four countries of the UK and their capital cities when studying weather and climate in the UK.	-Name some types of weather and describe the weather associated with the four seasons. -Ask questions about the weather and seasons. - Observe and record e.g. draw pictures of the weather at different times of the year. - Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade.	-Make a simple map. -Use photos to locate a familiar place. -Look at a simple map of the local area and identify the things they know and have seen.	- Weather - Seasons - Summer - Winter - Autumn - Spring - Wind - Rain - Snow - Hail - Sleet - Fog - Sun - Hot - Warm - Cold

Links to Prior Learning

Pupils in year one have used simple maps and simple directional language in order to understand their immediate surroundings. They also studied the United Kingdom and the four countries that it consists of, creating simple maps and using basic fieldwork skills. Pupils will now begin to look further afield, studying the world's continents and oceans and building on the foundational knowledge and skills covered in Year 1. They will also build upon their learning around weather and seasons, through studying hot and cold places globally and locating these on a map. Pupils will also study a contrasting locality, comparing their local a different location overseas.

Year 2:
Where we
will explore:

Seven
continents of
the world.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know where we are in the world. -To know where the seven continents are on a map. -To know where the different continents are located. -To know the different human and physical features of the different continents. -To share my understanding of a continent. Deeper Learning: Select a human/ physical feature studied and give details on its location and why it is significant, using independent reading/ research.	-Name and locate the 5 oceans using maps and globes. - Use both maps and globes and identify the coldest places in the world – The North and South pole, related to their study of the Arctic. - Study pictures/videos of two differing localities. - Express own views about a place, people and environment. - Give detailed reasons to support own likes, dislikes and preferences.	-Understand that different countries have different climates. - Use basic geographical vocab to refer to key human features.	- Draw own maps, include a key on a map using my own symbols. - Collect data using observations and record it in a table.	- Atlas - Continent - Globe - Human - Ocean - Physical - North - South - East - West - South Pole - North Pole - Hemisphere - Ocean - Human - Physical - Globe

Year 2: Hot and cold places: What is the weather like in different climate zones?	Links to Prior Learning				
	Pupils in year one have used simple maps and simple directional language in order to understand their immediate surroundings. They also studied the United Kingdom and the four countries that it consists of, creating simple maps and using basic fieldwork skills. Pupils will now begin to look further afield, studying the world's continents and oceans and building on the foundational knowledge and skills covered in Year 1. They will also build upon their learning around weather and seasons, through studying hot and cold places globally and locating these on a map. Pupils will also study a contrasting locality, comparing their local a different location overseas.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	-To know where hot and cold places are on a map. -To know the features of a hot or cold place. -To know that different animals live in hot and cold places and know how they have adapted to the climate. -To know which items you would need when travelling to a hot or cold place. -To know what you would see in a hot or a cold place. Deeper Learning: Select a place studied and explain why you would prefer to live there giving details and using technical vocabulary.	-Use both maps and globes and identify the hottest and coldest places in the world – The North and South pole, related to their study of the Arctic. - Make comparisons between the UK and life in another country. - Study pictures/videos of two differing localities. - Express own views about a place, people and environment. - Give detailed reasons to support own likes, dislikes.	-Understand that different countries have different climates. - Use basic geographical vocab to refer to key human features.	- Use locational and directional language to describe the location of features and routes on a map. - Draw simple diagrams with labels. - Compare two photos and make suggestions for the cause of differences in people from contrasting countries and lifestyles.	Adapt Desert Habitat Iceberg Rainforest Savanna Antarctic Circle Arctic Circle The Equator North Pole South Pole

Links to Prior Learning

In KS1 children have comprehensively looked at their local area using maps and compasses becoming comfortable with the positions of North, East, South and West. Children have also become accustomed to talking about people and where they live and why they choose or not choose to live there. They have started to understand the benefits of living in certain climates and vice versa. They have used google maps and understand a birds eye view and what that means when translating that into real life. Children will go on to further enhance this ability in this topic and compound their leaning in Year 5 when they do a full fieldwork topic.

Year 3: My Area, My country: Locating the UK's regions and landmarks using map work.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
- I know what a region is and what makes up a region. - I know regions such as Greater London, the Midlands, Wales, the Northeast and West, Yorkshire and more. - The 8 points of a compass are N/NE/E/SE/S/SW/W/NW - Ben Nevis is the highest mountain in the UK, but is more accurately located in Scotland. - The makeup of modern cities is far different than even 50-100 years ago with huge, tall buildings that house many people. Discuss why there are a large number of differing ethnicities in cities and less in rural areas.	- Identify and locate regions within the UK (e.g., Greater London, the Midlands, Yorkshire, Wales, the Northeast, and West). - Describe key features that define a region (e.g., physical landscapes, industries, and urban vs. rural areas). - Compare and contrast different UK regions in terms of population, economy, and physical geography.	- Recognise how cities have evolved over time due to industrialisation, urbanisation, and migration. - Identify key physical features of the UK such as mountains, rivers, and coastlines. - Explain why cities have diverse populations compared to rural areas (e.g., economic opportunities, historical migration patterns). - Discuss the impact of modern architecture and infrastructure on city landscapes.	- Use a compass with eight points (N, NE, E, SE, S, SW, W, NW) to describe locations and directions. - Use maps, atlases, and digital mapping tools to explore and compare UK regions. - Analyse local data (e.g., population density, land use) to understand regional differences. - Conduct a simple field study on how an area has changed over time (e.g., comparing old and modern maps).	Region Urban Rural Industry Migration, Population, Infrastructure, Compass points (N, NE, E, SE, S, SW, W, NW) Economy Development Landscape Agriculture Settlement Transport

Year 3: How do climates change in different countries? Identifying how this affects our food growth?	Links to Prior Learning				
	In Year 3, pupils build on their knowledge of hot and cold places and continents and oceans, when studying where our food comes from. Pupils will explore how different food is grown in different climates zones and how this food arrives in the UK for us to purchase and eat. Pupils will also build on their knowledge of the continents, when studying volcanoes. Pupils will find these on a map and discuss the location of volcanoes and what is similar about them. Pupils will also study a particular continent in depth, broadening their knowledge of places outside the UK and making comparisons.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	-To know that the food we eat comes from many different places around the world. -To know how land in temperate climates zones is used to produce food. -To know how food is produced in Mediterranean climate zones. -To know how food is produced in the United Kingdom. -To know how different trade links allow food to arrive in the United Kingdom. Deeper Learning: Track the journey of an item of food from farm to the table, explaining the main processes.	- Compare both physical and humans features of contrasting countries. - Describe how people can both improve and damage an environment. - Identify features of a place using aerial photographs. - Explain how humans use physical geographical features for a variety of purposes.	- Draw diagrams, produce writing and use the correct vocabulary. - Ask and answer questions about climate zones. - Explain how humans use physical geographical features for a variety of purposes.	- Ask and respond to questions about places and the environment making comparisons. - Collect data using surveys and present it in a bar chart.	Farming Sustainability Crop Yield Import Export Trade Links Economics Climate Zone

Links to Prior Learning

In Year 3, pupils build on their knowledge of hot and cold places and continents and oceans, when studying where our food comes from. Pupils will explore how different food is grown in different climates zones and how this food arrives in the UK for us to purchase and eat. Pupils will also build on their knowledge of the continents, when studying mountains volcanoes and earthquakes. Pupils will find these on a map and discuss the location of MVEs and what is similar about them. Pupils will also study a particular continent in depth, broadening their knowledge of places outside the UK and making comparisons.

Year 3: Mountains, Volcanoes and Earthquakes:

Exploring the
natural
process
around the
formation of
MVE.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
To know about the structure of the Earth and label a diagram. -To know what happens at the boundaries between the Earth's tectonic plates. -To know and explain the features of mountains, volcanoes and earthquakes. - There are 3 types of tectonic plates, convergent, divergent and transform. - The main types of mountains are Fold mountains, Fault Block Deeper Learning: Evaluate the advantages and disadvantages of living near a volcano. Compare this to a region where other natural disasters occur (i.e., earthquakes)	-Use an index to locate countries, cities and landmarks using an atlas. - Compare both physical and humans features of contrasting countries. - Identify features of a place using aerial photographs.	- Draw diagrams, produce writing and use the correct vocabulary. - Ask and answer questions About mountains, earthquakes and volcanoes. - Explain how humans use physical geographical features for a variety of purposes.	- Include a key on a map using common OS symbols. - Offer explanations for the location of human and physical features in different localities. - Ask and respond to questions about places and the environment making comparisons.	Core Crust Earthquake Mantle Tectonic plates Pangea Movement Plate Boundary Seismograph Dormant Erupt Extinct Magma Fold / Dome / Fault block Natural Hazard Mountain Mountain Range Region Expedition Everest 'Seven Summits'

Links to Prior Learning

By Year 4, pupils have developed a strong foundation in geography through studies of their local area, the UK, and global locations. They have used maps, directional language, and fieldwork skills to navigate and describe places, compared weather and climates, and explored the impact of physical geography on human settlements. Their study of the UK's regions in Year 3 introduced key human and physical features, while their exploration of continents and historical civilisations deepened their understanding of how geography shapes culture and development. This prior knowledge enables pupils to confidently compare Italy's geography to the UK, using maps and atlases to explore land use, settlements, and environmental influences.

Year 4:
European study:

Italy – an understanding of the human and physical aspects of this country compared to the UK.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know the location of Europe on a world map and identify some of its characteristics. -To know the location of some of Europe's countries and capital cities. -To know the differences of various European cuisines. -To know how to use persuasive techniques to convince someone to visit an area of Europe. Deeper Learning: Compare and contrast life in the UK with that of life in another European region, using other substantive knowledge previously learned.	- Locate key geographical features on a world map and identify key features and characteristics. - Locate physical geographical features on a map.	- Understand geographical similarities and differences of the UK and other regions. - Describe how physical geography influences the day-to-day life of inhabitants of an area. - Recognise that humans can have some control over the area they live in.	- Explain what data which has either been collected or researched shows and the impact of it. - Use less common OS symbols to show geographical features.	Currency Migrant Retail Service industry Tourism Easterly Northerly Southerly Westerly

Links to Prior Learning

In Key Stage 1, children will have already learned about different types of places, such as towns, cities, and villages, and how they differ from one another. They will have explored simple maps, used directional language like "left" and "right," and started to understand how people use land for homes, jobs, and transport. Through studying their local area, they will have seen how places change over time, learning about old and new buildings, roads, and landmarks. They have also learned about key physical features, like rivers and hills, and how these can affect where people choose to live. This knowledge will help them as they begin to explore how settlements have developed in Western Europe and why land is used in different ways.

Year 4: Settlements and Land Use in Western Europe:

How have
settlements
and land use
changed?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
- Settlements have evolved from early farming communities to modern cities due to factors like trade, war, and industrialisation. - Different types of settlements (rural, suburban, and urban) serve different functions. - Land use in Western Europe has changed due to economic, social, and environmental factors. - Transport and trade have influenced settlement patterns, leading to larger cities near coastlines and rivers. Today, land use is carefully planned to balance housing, industry, and green spaces, with many European cities redeveloping old industrial areas into modern business and residential districts.	- Identifying major cities in Western Europe (e.g., London, Paris, Berlin, Madrid). - Understanding how physical geography (rivers, mountains, coasts) influences settlement location. - Comparing old and modern maps to see how settlements have changed over time.	- Land use, transport links, population growth, industry, and housing development. - Rivers, mountains, and coastlines and how they affect where people settle.	- Reading and interpreting maps and atlases to understand settlement patterns. - Using aerial photographs and historical maps to track changes in settlements. - Conducting simple fieldwork (if possible) to explore how land use is planned (e.g., walking through a local area and identifying different land uses).	Settlement Urban / Rural / Suburban Industrialisation Infrastructure Land use Trade & Transport Migration Population density Territory & Borders Resources

Year 4: Rivers: How have rivers helped humans (inc water cycle).	Links to Prior Learning				
	In Year 3 pupils have developed their knowledge and understanding around elements of human and physical Geography, through the study of Mountains earthquakes and volcanoes and changing climates. Pupils will continue to build upon their knowledge of physical processes and fieldwork skills, through the Rivers unit in Year 4. Pupils will have the opportunity to develop their links with history and geography by studying Ancient Egypt directly before this and see how they used rivers to their advantage. This is further build upon in Year 6 with an in-depth look at the Amazon basin.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	-To know what the water cycle is -To know what a river is and locate the world's longest rivers on a map. -To know how different people around the world use rivers. -To know what the different features of a river are. -To know which human activities affect rivers. -To know how flooding negatively affects different communities around the world. Deeper Learning: Present a news report around flooding in a particular part of the world and summarise why this happens and how it can be prevented through human intervention.	- Describe their location in relation to the equator, tropics, hemispheres, and the poles. - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and another region.	- Describe the features of the different rivers of the world and compare different rivers. - Compare different types of settlements and land use, and how these are often near rivers.	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.	Confluence Flood plane Meander Mouth Source Tributary Estuary Lower course Middle course Upper course

Links to Prior Learning

This is a progressive unit from KS1 and LKS2 topics on locality. In KS1 children have comprehensively looked at their local area using maps and compasses becoming comfortable with the positions of North, East, South and West. In LKS2 they expanded this to NW/SE etc. Children have also become accustomed to talking about people and where they live and why they choose or not choose to live there. They have started to understand the benefits of living in certain climates and vice versa. They have used google maps and understand a birds eye view and what that means when translating that into real life. They have also looked at regions and Britain as more of a whole.

Year 5: My Country, My Continent: Explore the similarities and differences between Britain, Europe, Nigeria and Africa

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To be able to use the eight points of a compass and up to six-figure grid references to locate places on a UK map. - To locate at least 10 countries on a map. - To be able to differentiate between Africa as a continent and its countries whilst knowing some African countries. - What cultural differences there are between Nigeria and the UK	- Identify and locate key geographical features of the UK and Africa, including major rivers, mountains, and capital cities. - Recognise the position of the UK and African countries in relation to the Equator, Tropics, and hemispheres. - Explore how geographical location affects culture, economy, and lifestyle in different parts of the world.	- Identify major rivers, mountains, and climates in the UK and Africa. - Compare urban and rural settlements in the UK and Africa. - Explore cultural differences between the UK and Nigeria (e.g., language, food, traditions, economy). - Discuss how physical geography (e.g., deserts, rainforests, coastlines) affects how people live.	- Use a compass and six-figure grid references to accurately locate places. - Read and interpret different types of maps (political, physical, climate maps). - Use aerial photographs to identify key physical and human features of a place. - Investigate how trade links, natural resources, and historical factors influence the economy of different countries.	Continent Country Grid reference Equator Climate Biome Urbanisation Trade Economy Population density Culture Diversity Infrastructure Agriculture Industry

Links to Prior Learning

In previous years, children will have developed their understanding of continents, countries, and oceans, which will help them locate North America on a world map. They will already be familiar with using simple maps, atlases, and globes to identify places and features, as well as basic concepts of human and physical geography, such as mountains, rivers, cities, and land use. Through earlier learning, they may have explored how physical geography, like weather and landscapes, affects the way people live and work. Their knowledge of trade from earlier topics, such as farming and the movement of goods, will support their understanding of fair trade and global trade links. Additionally, they will have some experience using grid references and map symbols, which will help them build confidence in applying more advanced mapping skills in this topic.

Year 5: North America

Global Trade in the past and the present.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know where North America is on a world map and explore identify human/ physical features. -To know about the physical geography of the Rockies -To know how the landscapes of North America differ. -There are 50 states in America - North America contains Mexico, Canada and the Bahamas. -Fair trade was set up to allow farmers to be paid properly from their hard work. Deeper Learning: Discuss or write about whether the 'Fair Trade' system has helped recovery from slavery.	- Locate physical geographical features on a map. - Describe the location of significant geographical features in relation to land use and look for patterns in the locations.	- Describe how physical geography influences the day-to-day life of inhabitants of an area. - Describe how physical geographical features are formed. - Describe how humans are impacted both positively and negatively by physical features.	- Use 6 figure grid references. - Explain what data which has either been collected or researched shows and the impact of it. - Use less common OS symbols to show geographical features. - Use fieldwork to observe, measure record and present the human and physical features using a range of methods.	- The Caribbean - Central America - Landscape - Mountain Range - Rural - State - Urban - Latitude - Longitude - Northern Hemisphere - Western Hemisphere

Year 5: Local Study Fieldwork: Mapping our local area.	Links to Prior Learning				
	By Year 5, pupils have developed a secure understanding of maps, directional language, and key geographical skills through previous studies. In Year 1 , they explored their immediate surroundings, using simple maps and compasses. In Year 3 , they built on this by locating UK regions and landmarks using maps and directional language. Their Year 4 study of Italy introduced them to using maps and atlases for comparisons beyond the UK. Additionally, their Year 5 topic " My Country, My Continent " equipped them with knowledge of grid references and mapping skills on a larger scale. This prior knowledge provides the foundation for more detailed fieldwork, where pupils will apply mapping techniques to analyse and represent their local area.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	- To be able to use a range of maps, atlases, and digital mapping tools to study their local area. - To be able to conduct first-hand fieldwork, collecting data on land use, traffic, pedestrian movement, and environmental quality. - To be able to analyse land use patterns and understand how settlements develop over time. - To be able to accurately observe, record and present geographical data. - To know what the purpose and importance of fieldwork is.	- Identify physical features within their local area. - Identify key human and physical features within their local area. - Compare their local area to other locations studied in previous years, considering similarities and differences in geography and land use. - Recognise how geographical factors influence urban planning and infrastructure.	- Understand how physical features (e.g., rivers, hills, woodlands) influence human activity and settlement. - Identify human features such as roads, buildings, and transport links, and their impact on the environment. - Examine how land use is shaped by both human needs and natural landscapes. - Discuss how urban planning and environmental factors affect the sustainability of an area.	- Use six-figure grid references and compass directions to describe locations accurately. - Create sketch maps, adding appropriate symbols and keys. - Record observations through annotated field sketches, surveys, and digital photography. - Analyse data collected to identify patterns and draw conclusions about the geography of their local area.	Fieldwork Observation Survey Sketch map Grid reference Scale Key Compass points Land use Residential Commercial Infrastructure Urban Rural Sustainable Environment Settlement Transport links

Year 6: Climate Zones: How do humans live and survive in these Zones	Links to Prior Learning				
	Using their learning from Key Stage One on the United Kingdom, pupils will now compare and contrast the countries that make up the UK. They will also look in detail at the UK's physical features and how these affect the landscape. Pupils will also learn about the main industries of the UK and their economic impact; this in turn goes hand in hand with the sustainability unit of work also in Year 6. Pupils also build on their knowledge of hot and cold places from Key Stage One through the detailed study of climate zones using technical vocabulary. Pupils also study weather patterns in different climate zones and compare and contrast these.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	-To know the different lines of latitude and longitude and understand how these are linked to climate. -To know the different climate zones and the locations of these. -To know what a tropical and temperate climate is and compare the two. -To know the different weather patterns in different climate zones. -To know the different characteristics of different climate zones. Deeper Learning: Write a weather forecast for a typical day in a given climate zone, using data where necessary; researching and finding out more about the	- Use maps to compare the different areas of the UK/ North America/ climate zones. - Discuss how people are influenced by both physical and human geography on a local, national and global scale.	- Analyse the positive and negative impact of a human change on both a local and global scale. - Explain the physical features of the different climate zones using scientific terminology.	-Begin to use latitude and longitude to describe location. - Compare aerial photos and maps over time. - Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.	Climate Zones Weather Tropical Arid Mediterranean Temperate Polar Tundra Latitude Longitude Biome Climate Change Global Warming

Links to Prior Learning

Pupils use their gained ability of regional in-depth study to do another in-depth study of the Amazon Basin. Here, they will consider the impact of how the Amazon rainforest is being cleared at an alarming rate, and what can be done about this. Pupils will consider the impact of farming and pollution on this region and how it affects us worldwide. Pupils have also studied North America and Europe, providing them with a more detailed view of these areas and comparing and contrasting them through the application of disciplinary knowledge.

Year 6: Rainforests:

South
America and
the Amazon
basin.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
To know the location of South America on a world map and identify a range of its physical and human features -To know the location of the countries and capital cities of South America. -To know that the river Amazon is the longest river in the world and identify its key characteristics. Deeper Learning: To share knowledge of the River Amazon and analyse similarities and differences with regions of the UK discovered throughout the unit	- Locate physical geographical features on a map. - Locate mountains on a world map and identify key features and characteristics.	-Describe how physical geography influences the day-to-day life of inhabitants of an area. - Describe how physical geographical features are formed. - Describe how humans are impacted both positively and negatively by physical features. - Recognise that humans can have some control over the area they live in.	- Use 6 figure grid references. - Explain what data which has either been collected or researched shows and the impact of it. - Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods.	Agriculture Ecosystem Food chain Humidity River basin Volume Equatorial International Date Line longitude Prime Meridian Tropic of Capricorn Western Hemisphere

Links to Prior Learning

In Year 5, pupils study thematic units (Crime and Punishment and 'Beyond Face Value') which provides a topic that is relevant and up-to-date for upper Key Stage 2; it also actively encourages pupils to form their own opinions. By providing pupils with a broad chronological sweep of nearly a thousand years it makes a significant contribution to pupils' grasp of the long arc of time. There is also the link to Saxon and Tudor punishment and justice. Pupils also build upon their learning of a non-European ancient civilisation when studying ancient Islam; including how this civilisation spread so quickly and how the capital in Baghdad was established, comparing this to other civilisations studied. Pupils will also complete another local study, based on Victorian Leeds, building on the Key Stage 1 local study around the Victorian/ Edwardian era.

Year 6: Beyond Face Value: appreciate the long arc of history (thematic)

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know how historical figures used portraits to boost their image and to know why this was done. -To know why it is so difficult to work out what Victorian factory conditions were actually like. -To know reasons why sources can not always tell the truth. -To know why the evacuees were shown to be so happy, and if they were actually this happy. -To know how many people believed the propaganda during the Blitz. Deeper Learning: Compare an image of Queen Elizabeth II to Henry VIII. What were the painters trying to tell us? How accurate are they both and how do we know?	-Refer to dates and use historical chronological language when looking at sources from different periods -Order the significant events studied, with dates on a timeline. -Use a timeline when comparing sources from different periods of time to suggest if this impacts on its accuracy.	-Ask questions and find answers about the past using different primary and secondary sources. -Recognise the part that Historians had/have in evaluating the reliability of sources. -Discuss similarities and differences between different periods of history. -Consider whether propaganda has changed over time and how.	-Appreciate how historical artefacts have helped us understand about British lives in the past. -Form an interpretation of historical events or figures using sources. -Take bias of the source creator into account when researching an historical event or figure.	-Primary Source -Secondary Source -Reliability -Face Value -Evaluate -Compare -Propaganda -Accuracy -Perception -Censors