



Whole School Curriculum Design: Geography Sequence of Learning & Progression of Skills



EYFS	<p>Knowledge: Know that we live on a planet called Earth that is made up of land and sea. Know there is a sun, moon and planets. Know where they live.</p> <p>Concepts: A Sense of Place</p> <p>Skills: talk about features of our environment and how environments may differ. Know about similarities and differences in relation to places. Show concern for the environment. Comment and ask question about aspects of their familiar world.</p> <p>Knowledge: Know that there are different people helping me to do different jobs</p> <p>Concepts: A Sense of Place</p> <p>Skills: show an interest in and talk about different jobs people do</p>	<p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>ELG: People Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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.
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR A	YEAR 1/2	<p style="text-align: center;">Magical Mapping</p> <p>Knowledge: Know maps show where places are Recognise N/S/E/W on a compass Understand some symbols on a map and what they represent</p> <p>Concepts: Location and Place</p> <p>Skills: Introduction to mapping skills and direction NC Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied 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 <p style="text-align: center;">Weather Patterns</p> <p>Knowledge: Recognise seasonal and daily weather patterns</p> <p>Concepts: Location and Place</p> <p>Skills: Introduction to mapping skills and direction NC Human & Physical Geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p style="text-align: center;">Me and My School</p> <p>Knowledge: know the layout of our school grounds Recognise N/S/E/W on a compass Understand some symbols on a map and what they represent</p> <p>Concepts: Location and Place</p> <p>Skills: Continue mapping skills and knowledge of direction NC Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p style="text-align: center;">Our Local Area</p> <p>Knowledge: know our school is in Riding Mill. Discuss why people settled here and what can be found in and around our village Recognise N/S/E/W on a compass Understand some symbols on a map and what they represent</p> <p>Concepts: Location and Place Planning and Decision Making</p> <p>Skills: Using simple maps. Introducing fieldwork/enquiry NC Human & Physical Geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 			



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YEAR B	<p style="text-align: center;">Around the World</p> <p>Knowledge: Know the countries of the UK and their capital cities.</p> <p>Know characteristics of these countries.</p> <p>Concepts: Location and Place</p> <p>Skills: Observations, using maps, reading photographs</p> <p style="text-align: center;">NC Locational Knowledge</p> <ul style="list-style-type: none"> ● name and locate the world's 7 continents and 5 oceans ● name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 	<p style="text-align: center;">Let's go to... Kenya/China (Contrasting non-European country)</p> <p>Knowledge: country specific knowledge</p> <p>Comparing our local environment with a contrasting country</p> <p>Names of oceans and continents</p> <p>Concepts: Location and Place, Systems and Processes</p> <p>Skills: Using an atlas, reading maps and reading photographs.</p> <p style="text-align: center;">Using observation and videos</p> <p style="text-align: center;">NC Locational Knowledge</p> <ul style="list-style-type: none"> ● name and locate the world's 7 continents and 5 oceans <p style="text-align: center;">NC Place Knowledge</p> <ul style="list-style-type: none"> ● understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p style="text-align: center;">NC Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p style="text-align: center;">Seaside Locations</p> <p>Knowledge: Key features of seaside locations</p> <p>Concepts: Location and Place, Cause and Effect</p> <p>Planning and decision making</p> <p>Skills: Using an atlas, reading maps and photographs.</p> <p style="text-align: center;">NC Locational Knowledge</p> <ul style="list-style-type: none"> ● name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p style="text-align: center;">NC Human & Physical Geography</p> <ul style="list-style-type: none"> ● 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 <p style="text-align: center;">NC Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ● use world maps, atlases and globes to identify the 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 location of features and routes on a map
	<p style="text-align: center;">Our Country</p> <p>Knowledge: Know the countries of the UK and their capital cities.</p> <p>Know characteristics of these countries.</p> <p>Concepts: Location and Place</p> <p>Skills: Observations, using maps, reading photographs</p> <p style="text-align: center;">NC Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ● use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 		



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		Autumn	Spring	Summer
YEAR A YEAR 3/4		<p style="text-align: center;">Rivers</p> <p>Knowledge: The water cycle, continents and oceans, rivers from source to mouth.</p> <p>Concepts: Cause and Effect, Location and Place, change over time.</p> <p>Skills: Maps and mapping, aerial photos and photograph analysis, analysing weather data.</p> <p>Geographical Skills & Fieldwork</p> <p>NC Human and Physical Geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>NC Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate rivers and describe features studied. • Interpreting geographical data to make decisions. 	<p style="text-align: center;">Rainforests – The Lungs of the Earth</p> <p>Knowledge: Equator, North Pole, South Pole, Climate Zones, Biomes. Significance of the Tropics. Longitude and Latitude. Deforestation, Protecting the Rainforests</p> <p>Concepts: Cause and Effect, Location and Place, Change, Inequality</p> <p>Skills: Using an atlas, reading maps, reading photographs, digital & satellite images, numerical data, enquiry, mapping skills</p> <p>NC Human and Physical Geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle <p style="text-align: center;">NC Locational Knowledge</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p style="text-align: center;">NC Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	



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YEAR B	<p style="text-align: center;">Water – From Clouds to Coast</p> <p>Knowledge: The Water Cycle, Introduction to Rivers Concepts: Cause and Effect, Location and Place Skills: Maps and diagrams</p> <p style="text-align: center;">NC Human and Physical Geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including the water cycle human geography, including the distribution of natural resources including water <p style="text-align: center;">NC Geographical Skills & Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p style="text-align: center;">Modern Greece</p> <p>Knowledge: The countries of Europe, vegetation zones, the human and physical geography of Greece. Concepts: Cause and Effect, Location and Place, change over time. Skills: Atlases, photographs, temperature data, contour lines and graphs.</p> <p style="text-align: center;">NC Human and Physical Geography</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 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 <p style="text-align: center;">NC Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use photographs, temperature data and graphs to find information. 	<p style="text-align: center;">Somewhere to Settle – What is special about the North East?</p> <p>Knowledge: The North East as a geographical location coastal areas, rivers, valleys, hills Concepts: Location and Place, Systems & Processes Skills: Fieldwork and map work, evaluating location, making decisions</p> <p style="text-align: center;">NC Human and Physical Geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p style="text-align: center;">NC Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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
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<p>Further Opportunities for Geography Enrichment at Broomhaugh:</p> <ul style="list-style-type: none"> ● Forest Schools ● Community Projects – pond regeneration, park, use of school grounds for play equipment ● Global Goal Keepers – Pupil Voice ● School Eco Council ● Recycling project ● Sustainable development ● Secret Garden Club ● Tree Planting – Woodland Trust ● Eco Gold award for planting ● Links with local businesses – sustainability – Osbit ● RMOP 	<p>Core Concepts covered within Geography Lessons:</p> <p>Planning and Decision Making: Exploring the different options when making decisions. Considering the changing characteristics of an environment and/or location.</p> <p>Change: Developing an understanding about natural causes of change and inequality. Considering change as a direct result of human impact.</p> <p>Location and Place: Understanding WHY and HOW people and places can be affected by a range of locational factors e.g. culture, climate, political.</p> <p>Cause and Effect: Understanding that different causes have different levels of significance and effect.</p> <p>Inequality: A specific form of cause and effect.</p> <p>Systems & Processes: Geographical systems and processes e.g. the water cycle</p>
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Partnership Learning: Middle School UKS2 Curriculum Coverage

YEAR 5 CMS	Locational Knowledge United Kingdom - Counties, Cities & Trade	Locational Knowledge World's Countries – continents, countries, population, Mountains & Rivers	Modern Egypt Population & comparisons with UK
YEAR 6 CMS	Human & Physical Geography Extreme Earth – Volcanoes, Tsunamis & drought (water cycle)	Human & Physical Geography Rivers – Local study of the Tyne & flooding	South America Countries, culture, climate & industries & compare with UK
YEAR 5 HMS	Human & Physical Geography The Restless Earth – Tectonics Deserts	Physical Geography & Locational Knowledge Mountains South America	Human Geography You are what you eat – where does the UK get its food?
YEAR 6 HMS	Human & Physical Geography The United Kingdom	Locational Knowledge Scandinavia	Human & Physical Geography Rivers and Sustainability