Deer Park Primary School
GEOGRAPHY CURRICULUM

Our Ultimate End Goal:

What will our geographers be able to do when they leave Deer Park?

- By the end of their time at Deer Park Primary School our Year 6 geographers will have been inspired by a curiosity and fascination about the world and its people that will remain with them for the rest of their lives
- They will be equipped 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
- They will use the correct geographical terms and vocabulary to communicate geographical ideas effectively
- As children progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. This will be taught through inspirational learning experiences which will enable them to put key geographical skills into place by means of field work, computing and developed geographical skills.
- Through this, our children will gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. From this, the children can continue their education with the geographical knowledge and skills to understand how humans impact and influence the physical geography of the world around us. This knowledge will help to influence their life choices in making it a better place for all of earth's inhabitants.

Curriculum Coverage (NC) What are the most basic requirements from the National Curriculum?						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Early Years Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. The children can make observations of animals and plants and explain why some things occur. They can talk about how these changes over time and place.	**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		**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 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		**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 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		**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. What changes have occurred over time.			
	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		**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 then progressing to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their			

	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.	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.

Overview

Cycle A			
Reception	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Seasonal Changes (Autumn, Winter, Spring, Summer)	Wingerworth	London – UK case study	Mountains and volcanoes
Hot region / Cold Region	Weather	Eastern Europe	The Amazon Rainforest
Maps	Coastal Study (Mablethorpe)	Settlements	How has the town of Chesterfield expanded? **Local Study**
Sea Pollution			

Cycle B			
Reception	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Seasonal Changes (Autumn, Winter, Spring, Summer)	The UK	Rivers, Seas, Hills and Mountains	Rivers and coasts
Hot region / Cold Region	The Seven Continents	Climate	Are we damaging our world?
Maps	Kenya	Where does our food come from?	Globalisation
Sea Pollution			

PROVISION AND ADAPTATIONS FOR SEND LEARNERS

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Ability of children to access learning of their year group	Pre-teaching (parent or TA). Using social stories to understand different contexts	Lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access	Embed ground rules to develop clear understanding of boundaries Picture cards to express likes and dislikes
Difficulty transferring information to real or own life	1:1 or small group support		
Cognitive processes and overload	Ensure previous years learning objectives are covered	Those who struggle to process language may struggle in Geography lessons where there is lots of written or spoken language	Children to have a partner to practise answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g., drawing, writing, recording answer on an iPad.
Ability to follow multi-step processes	Instruction broken down in to small steps Visual cues and check lists		Use of dual coding and visuals to support understanding
Ability to complete large amounts written work	Alternative methods of recording	Interpreting social cues and working as a group	Carefully thought-out groupings Scaffolding through careful questioning Use of simple instructions. Careful and appropriate modelling to support understanding
Physical and sensory		**Social Emotional and Mental Health**	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Children with visual impairment may not be able to access their learning or resources available	Provide alternative resources e.g. in large print. 1:1 adult support when using sharp equipment e.g., woodwork tools	Children with SEMH needs may struggle with heightened anxieties/triggering in Geography when they feel upset, excited or frustrated etc.	Regular sessions, establish clear routines expectations/boundaries for the start and end of every session when equipment is being used – children know what to expect.
Recording information may be difficult Fine motor control may be less	Provide additional ways to record information (video/ICT etc.)		Feeling cards to support understanding of emotions.

developed Accessibility to equipment or resources – physical disabilities. .	Provide large equipment e.g., large paint brushes, large scale etc. Consider seating plan, Use buddies. Working in groups to support Use of ICT to support access. Consider how children with support equipment e.g., walker can be part of physical lessons Consider what additional support may be required for the child. Pre teach so the child knows what to expect. Offer alternative resources and/or materials Communication with home	Children with SEMH needs may struggle with group work/paired activities	Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups. Use of stories. Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed. Option to work alone Careful group consideration

PROCEDURAL KNOWLEDGE - What skills do we want our geographers to have? Analyse, evaluate and solve problems-How will these skills build on what went before and help prepare our children for what is coming next?

	EYFS	YEAR 1 & 2	YEAR 3 & 4	YEAR 5 & 6
Geographical Enquiry	**Beginning to:**	**Continue to:**	**Have developed/developing:**	**Can/have/know:**
	Ask and respond to simple closed questions. Use information books or pictures as sources of information. Investigate their surroundings Make observations about where things are e.g., within school or local area.	Ask simple geographical questions: Where is it? What's it like? Use books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Ask and respond to questions and offer their own ideas. Extend to enquiries to satellite images and aerial photographs Investigate places and themes at more than one scale. Record evidence with some support. Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures and maps.	Independently suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale, contrasting and distant places. Collect and record evidence independently. Analyse evidence and draw conclusions e.g., from field work data by comparing land use and temperature. Look at patterns and explain reasons behind it.

Locational and Place knowledge	Notice things in the place where they are and react to them by commenting.	Name and locate world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the UK and surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and contrasting non-European country.	Locate Europe and South America using maps focusing on environmental regions, key physical or human characteristics, countries, and major cities. Name and locate geographical regions of the UK and their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers. Understand how some aspects of these have changed over time. Understand geographical similarities and differences of human and physical geography of a region of the UK, a European country and North and South America.	Know some of the world's countries, concentrating on environmental regions, key physical or human characteristics, countries, and major cities. Name and locate cities and counties of the UK. Know more about the geographical regions of the UK by identifying physical and human characteristics including key topographical features of naming some UK hills, mountains and rivers or types of coasts. Explain how aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America. Identify the position and significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (incl. day and night).

Human and physical geography	Use secondary sources – pictures, photos, stories, films to find out about a place Describe what a place is like in simple terms.	Use observational skills and ask and respond to questions. Identify seasonal and daily UK weather patterns. Study the key human and physical features of the surrounding environment of school. Begin to explain how and why geographical change occurs. Find information from aerial photographs. Use and apply maths to help show learning.	Describe and understand key aspects of physical geography including rivers and climate zones. Describe and understand the water cycle using diagrams and models. Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. Identify differences between places. Communicate geographical information in a variety of ways, including through maps and writing at length. Apply mathematical skills when using geographical data etc.	Describe 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. Understand the key aspects of physical geography e.g., climate zones, biomes, vegetation belts, volcanoes and earthquakes. Describe in detail the types of settlement, land use, economic activity including trade links. Describe the distribution of natural resources including energy, food, minerals and water in the continents and countries studied. Give a few reasons for the impact of geographical influences and effects on people place or themes studied. Know the location of places of global significance, their defining physical and human characteristics and how they relate to one another. Regularly use and apply maths skills.

Using globes, maps and plans	Play games with globes and maps. Draw simple picture maps, plans with labels of places they know or for imaginary places and stories. Use their own symbols.	Use world maps, atlases and globes to identify UK and its countries. Identify the countries, continents and oceans studied. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities. Use a globe and maps and some OS symbols on maps to name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features and land-use patterns. Use atlases to find places using index and contents. Begin to use digital and online resources e.g. Google Maps (GIS) to locate places around the world, make comparisons, measure distances. Understand the need for a key. Understand the purpose of maps. Begin to understand scale and distance on a map by using and applying mathematical skills. Start to locate the position and understand the significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones and meridian using a globe.	Independently use 1:10.000 and1:25.000 Ordnance Survey maps. Use a globe and maps and some OS symbols on maps to name and locate UK counties and cities Locate the world's countries, using maps to focus on North and South America. Realise the purpose, scale, symbols and style are related. Interpret a range of sources of geographical information, including maps, globes, and Geographical Information Systems (GIS e.g. Dgimaps, Google Maps) to study aerial photographs. Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied. Locate the position and understand the significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones including the Greenwich Meridian (including day and night) using a globe. Understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps

Map Skills	Follow directions – up, down, left and right	Follow a route on prepared maps (left/right) to help find information. Use simple compass directions (NSEW) Use locational and directional language (e.g., near and far; left and right) to describe the location of features and routes on a map. Make a simple map (e.g., from a story). Use and construct basic symbols in a key	Use the 8 points of a compass. Use simple grids with letters and numbers and 4-figure coordinates to locate features. Use and understand Ordnance Survey symbols and keys to build up knowledge of a local place, the UK and the wider world. Map evidence from fieldwork e.g. sketch annotated views. Use plans. Use aerial photos and satellite images including on digital resources. Begin to use smaller scale aerial views. Use oblique aerial views.	Use Ordnance Survey maps at different scales. Draw a detailed sketch map using symbols and a key To know directions in my neighborhood. Align a map with route. Use the eight points of a compass, symbols and key to show my knowledge of the UK and the wider world. Understand and use 6 figure grid references to interpret OS maps.
Fieldwork	Use some of their senses to observe places Identify simple types of buildings and places around them and know their own special features	Use simple fieldwork and observational skills to study the geography of the school and its grounds. Complete a chart to express opinions during fieldwork. Use first hand observation to investigate places – the school grounds, the streets around and the local area. Recognise and record different types of land use, buildings and environments.	Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs. Conduct surveys. Carry out a simple questionnaire. Use simple equipment to measure and record. Investigate the local area, looking at types of shops, services and houses. Apply mathematical skills in data handling to geography fieldwork.	Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show understanding of some geographical processes. Carry out a focused in-depth study, looking at issues or changes in the area. Imagine how and why area may change in future.

Propositional knowledge: CYCLE A

What lines of enquiry do we want our geographers to follow?
What experiences do we want our geographers to have had?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
WHERE DO I LIVE? **Lines of enquiry** **My House** Understand that there are differences between people's houses. Understand their sense of place and belonging within their house/family unit. **What do I see on my way to school?** Develop knowledge of significant places in their immediate surroundings e.g. park, shops, playground etc. **Map symbols** Develop and follow directional vocabulary in the context of children's own environment. Use maps to explore their local area. **POLAR REGIONS** **Lines of enquiry** **How is the Antarctic different to where I live?** Investigate the differences in environments, seasons and weather in our country compared to the Antarctic. **Clothes** Understand how to dress for cold weather and how and why this is different to the clothes worn in hot weather. **Animals** Understand how some animals can live in	**WINGERWORTH** **LOCAL STUDY** **Lines of enquiry** **Where do I live?** Develop knowledge of the location of significant places in Wingerworth and surrounding locality. **Where is our school?** Understand the sense of place in relation to home and school. **Fieldwork around school** Use simple fieldwork and observation skills to study the school. **Map symbols** Develop and follow directional vocabulary in the context of children's own environment **WEATHER** **Lines of enquiry** **What is weather?** Identify daily weather patterns of the UK. **How does the weather affect us?** Understand seasonal weather patterns of the weather of the UK and forecasting the weather. Identify daily weather patterns in the UK including weather forecasting. **Weather dangers** Identify daily weather patterns including	**LONDON – UK CASE STUDY** **Lines of enquiry** An in-depth study of how the physical geography of London has changed due to human interference using GIS mapping and aerial photos to show changes (Digimaps). **Countries and cities** Name and locate counties and cities of the United Kingdom and identify their human and physical characteristics. Be able to locate the United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff and Belfast. Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the UK and the wider world. **EASTERN EUROPE** **Lines of enquiry** **Continents, Countries and Cities** Use maps, atlases, globes and digital mapping to locate countries and their capitals. Including: **Countries:** Russia, Ukraine, Poland, Turkey, UK, Belarus, Finland and Estonia, **Cities:** Moscow, Kiev, Ankara, Warsaw, London, Minsk, Helsinki and Tallinn. **Seas and Oceans:** North Sea, Baltic Sea, Black Sea, Mediterranean Sea and Atlantic Ocean.	**MOUNTAINS AND VOLCANOES** **Lines of enquiry** **Mountain ranges** Use maps, atlases, globes and GIS digital mapping to locate countries and describe the key features of where mountain ranges are located including the Rockies, the Andes and the Himalayas. **Features of a mountain** Describe and understand the key physical features of mountains. **How mountains are formed** Investigate how mountains form by studying plate tectonics. **Volcanos, earthquakes and tsunamis** A detailed study of how volcanos, earthquakes and tsunamis are formed and link together focusing on their physical geography. **Locating active volcanoes** Case study of Mt. Ontake volcanic eruption Japan 2014. **Impact on humans** Investigation into the impact of human settlements around the world of volcanos, earthquakes and tsunamis. **Tourism** A case study into how tourism has impacted the mountains and volcanoes around the world.

such cold environments. **AUSTRALIA** **Lines of enquiry** **How is Australia different to where we live?** Investigate the differences in environments, seasons and ways of life in our country compared to the way of life in Australia. Use simple maps and explore human and physical features of a country. Understand that there are many different countries around the world. Understand and use positional language. **Clothes** Understand how to dress for hot weather and how and why this is different to the clothes worn in cold weather.	dangerous weather in the UK. **Hot and cold weather** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. **Our frozen planet** Understand the human and physical geography of a cold area of the world e.g. The Artic. **MABLETHORPE (COASTAL STUDY)** **Lines of enquiry** A fieldwork study using observational skills for seeing coastal features. Use simple compass directions and locational and directional language to describe the features and routes on a map. **Features of the seaside** Use basic geographical vocabulary to refer to human and physical features for coastal locations. **Past and present** Name, locate and identify characteristics of the four countries and capital cities of the UK. Use basic geographical vocabulary to refer to key human and physical features in the past and present day. **Islands** Use world maps, atlases and globes to identify the UK and its countries. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.	Describe and compare the key features studied in the context of European countries. **Comparing landscapes and climate** Understand the geographical similarities and differences through the study of human and physical landscape and climate of a region of the United Kingdom and a region in a European country. **Planning a trip** A study comparing a region of the UK to northern European country focusing on the human geography impact of tourism. **SETTLEMENTS** **Lines of enquiry** **Types of settlement** Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban). **Land use** Understand land use of the local area. 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 of Europe, including climate, land use, settlements and key physical features (e.g., mountains, coasts and rivers). Describe the effect of land use on the population.	**THE AMAZON RAINFOREST** **Lines of enquiry** **Where are the rainforests?** Locate where rainforests are distributed throughout the world using maps, atlases, globes and digital mapping. Include Brazil, Bolivia, Australia, Malaysia, Indonesia, Cameroon, Gabon, Congo, Madagascar, Honduras Guatemala and Ghana. Investigate similarities between locations and describe their key features of their climate. **Layers of the rainforest** Fieldwork study in detail the different layers of the rainforest and understand their role in this biome. **Life in the rainforest** Investigate the native inhabitants of the rainforest and their interdependence and impact on their environment. **Comparing Life** A study into the geographical similarities and differences of human and physical geography of an English woodland and the Amazon forest. **Protecting the rainforests** Investigate the key aspects of the human impact on rainforest including the types of settlement, land use and economic activity including trade links. **HOW HAS THE TOWN OF CHESTERFFIELD EXPANDED?** **LOCAL STUDY** **Lines of enquiry** **Population**

			Investigate the population data from two different decades and using maps and aerial photos, suggest how this has impacted on the town of Chesterfield. Investigate congestion on an identified road / area and explain how this impacts the local population. Suggest how and why this may have been different 50 years ago. **Land use** Use six-figure grid references to map land usage of Chesterfield e.g., houses, shops etc. and explain how this impacts the local population.

Propositional knowledge: CYCLE B

What lines of enquiry do we want our geographers to follow?
What experiences do we want our geographers to have had?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
MY SCHOOL **Lines of enquiry** **My school** Understand that school is made up of many different people who all have a different role. Begin to understand how they belong within their school. **Our classroom** Use simple observation in a fieldwork study to investigate their immediate surroundings. **PEOPLE WHO HELP US** **Lines of enquiry** **My School** Know some of the roles that people have	**THE UK** **Lines of enquiry** **Four countries of the UK** Draw and locate the four countries of the UK. Name their capital cities. Name some of other major cities and the surrounding seas on a UK map or atlas. **Compass directions** Use the four main compass directions when describing places in relation to each other. **Compare and contrast** Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European	**WHERE DOES OUR FOOD COME FROM?** **Lines of enquiry** **Food Miles** Conduct a survey, mapping where a range of fruit and vegetables come from, to investigate using an atlas or digital tools to record findings. Using different global location in different climate zones describe what environmental factors are needed for the fruit or vegetable to be produced. Discuss the impact (positives and negatives) for the production of food in this area for population and environment. Use a map or digital tools to work out how many miles a range of fruit and vegetables	**RIVERS AND COASTS** **Lines of enquiry** **Where does water come from?** Describe and understand key aspects the water cycle by creating a model. **Rivers of the world** Locate the major river of the world using maps focusing on Europe and North and South America. **Features of a river** A study to describe and understand key aspects of physical geography of how rivers are formed. **Erosion and deposition** Describe and understand the key aspects of how rivers evolve over time.

within school and how this helps them. Know who they can go to for help. **My Family** Explore people in their family who can help them. Understand that all families are different. **Who else can help me?** Know which other significant people can help them, including: police, fire, doctor/nurse, dentist, vet, optician. **ISLANDS** **Lines of enquiry** To describe what an island looks like. To use stories, maps and photos to find out about an island. To draw own imaginary islands using some features e.g. sea, hill. To understand that there are many different islands around the world of different shapes and sizes. To use a simple map to identify an island.	locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **THE SEVEN CONTINENTS** **Lines of enquiry** **What are the seven continents?** Draw and locate the locations of continents and oceans on globes and world maps or atlases. **Features** Use aerial images to recognise basic and human physical features. **Hot and cold** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Make comparisons with local weather. **KENYA** **Lines of enquiry** **Where is Kenya?** Name and locate the world's seven continents and five oceans in the context of where Kenya is located in the world. Explore the continent Devise simple maps of the continents to help identify where Africa is. **National Parks and Wildlife** Use basic geographical vocabulary to refer to key physical and human features. **African Animals** Investigate the key physical features of Africa and how animals have adapted to their environment.	have travelled. Investigate the journey of one food type and compare the positives and negatives this has on people and the world. **RIVERS, SEAS, HILLS AND MOUNTAINS** **Lines of enquiry** **Rivers and seas** Use maps, atlases, globes and digital mapping to locate the major rivers and seas in the UK including the North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. Investigate how some of these aspects have changed over time. **Hills and mountains** Investigate where the mountains and hills are in the UK using digital mapping identifying human and physical geography features. Locate the Cairngorms, Mourne Mountains, Black Mountains, MacGillycuddy's Reeks, Pennines, Grampians, Berwyn range and Snowdonia **CLIMATE** **Lines of enquiry** **Climate** Understand the effect of climate on land use and settlements in different areas of the world, including different European countries. Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions.	Describe and understand key aspects of physical geography of rivers and recap the water cycle in relation to the erosion and weathering of coastlines Use maps, atlases, globes and digital mapping to locate countries and describe the changing features of rivers as they erode and deposit material. **How do we use rivers?** Investigate how human geography of settlement and land use including trade links have influence and changed the physical geography of rivers **Flooding** Investigate and understand the impact of flooding on the physical and human geography of an area. **Coastal features** Study the different features of coastlines from beaches to stacks and arches and how they have been formed. **Changing landscapes** Consider how the shape of different countries has changed over time, and learn the reasons why country borders change. Investigate how and why landscapes have changed over time. Consider ways to preserve important buildings and landscapes. **ARE WE DAMAGING OUR WORLD?** **Lines of enquiry** **Eco Warriors/Greta Thunberg** **What do we need?** Investigate what people need when choosing a new site.

	Maasai Mara An in-depth study of a native African group to help to understand the geographical similarities and differences of a contrasting non-European country to ourselves. **Daily life** Use basic geographical vocabulary to refer to key human and physical features by observing and comparing our daily lives to the lives of the Maasai Mara	Identify and study the different climatic regions of UK and Europe. **Global Warming** Understand the basic process of global warming, its causes, implications and changes required.	Focus on the physical geography of different locations. **Where does energy come from?** Investigate and understand the power industry in the UK. Use maps, atlases, globes and digital mapping to locate the different power stations in the UK. **Renewable and Non- Renewable Energy** Investigate the difference between renewable and non- renewable energy sources. Look at how solar, wind, water and biomass power are used in the UK today. **Where does food come from?** Investigation of food packaging, children find out about the concept of food miles. Use digital maps to trace how far their food has travelled, and consider some of the environmental impacts of importing goods. Study into locally produced food. **Conservation of Natural Resources** Investigate how the world is conserving resources and look at the impact that small changes can have. **GLOBALISATION** **Lines of enquiry** **History of trade** Describe and understand key aspects of how human geography has developed over time for the types of settlement, land use and the historic development of trade links.

			Trade and the UK Investigate the UK's imports and exports. Use atlases to find countries with whom UK businesses trade. **Trade with South America** Using digital mapping and research to investigate the UK's trade links with South America e.g., El Salvador. Research the lives of people living and working in South America and how this affects trading in both human and physical geography using GIS mapping. **Fair Trade** A case study to find out what makes trading fair and unfair. Learn about fair trade products and processes, and the benefits fair trade brings to workers. **Globalisation** Investigate the global supply chain, looking at how one item can be the product of many different countries. Explore the impact that globalisation has had on local and international trade.

What experiences do we want our geographers to have?			
EYFS	**YEAR 1 AND YEAR 2**	**YEAR 3 AND YEAR 4**	**YEAR 5 AND YEAR 6**
Role play areas: Arctic explorers, airport, vets, doctors Visit from local people who can help us (police, firefighters or doctor etc.) Trip to local park to notice the world around them **Book suggestions** The Search for the Giant Arctic Jellyfish by Chloe Savage Harry and the Dinosaurs Go on Holiday by Ian Whybrow Other suggestions at https://www.booksfortopics.com/ arctic	Walk around Wingerworth Fund raising to adopt an endangered species Litter picking around the school and/or local area Visit to the seaside **Book suggestions** The Hunter by Paul Geraghty All Aboard for the Bobo Road by Stephen Davies & Christopher Corr African Tales: A Barefoot Collection by Gcina Mhlophe & Rachel Griffin Other ideas at https://www.booksfortopics.com/ africa Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup Other suggests at: https://www.booksfortopics.com/ weather The Lighthouse Keeper's Lunch by Ronda Armitage & David Armitage https://www.booksfortopics.com/ seaside	Satellite mapping to compare how different physical geographical features have changed Trip to a local river to look at the physical features **Book suggestions** Step Inside Homes Through History by Goldie Hawk & Sarah Gibb Other suggestion at: https://www.booksfortopics.com/ houses-and-homes A World of Cities Red and the City by Marie Voigt https://www.booksfortopics.com/ houses-and-homes	Fundraising for sponsoring a rainforest or animal in a rainforest Make a volcano model in groups as a class https://www.3dgeography.co.uk/make-volcano-model Attend a local farmers market to survey local suppliers Develop a wildlife garden at school/home Increase the schools recycling/composting. Trip to Chesterfield to conduct surveys **Book suggestions** Journey to the River Sea by Eva Ibbotson The Wind in the Willows by Kenneth Grahame Other ideas at https://www.booksfortopics.com/water The Explorer by Katherine Rundell. Other ideas at https://www.booksfortopics.com/rainforests King of the Cloud Forests by Michael Morpurgo

			Escape from Pompeii by Christina Balit https://www.booksfortopics.com/awesome-earth Window by Jeannie Baker https://www.booksfortopics.com/environment The Extraordinary Colours of Auden Dare by Zillah Bethell https://www.booksfortopics.com/environment Song of the Dolphin Boy by Elizabeth Laird https://www.booksfortopics.com/seaside This Moose Belongs to Me by Oliver Jeffers Aubrey and the Terrible Ladybirds by Horatio Clare & Jane Matthews Other suggestion at: https://www.booksfortopics.com/environment

What key vocabulary will our geographers need?

Vocabulary is important because it embodies and communicates concepts.

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
Key Vocabulary **Local, far, near,** **up, down, left and right** **Map, globe, directions, key,** **Order, compare**	**Key Vocabulary** **Physical features:** **beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather** **Human features**: **city, town, village, factory, farm, house, office, port, harbour, shop**	**Key Vocabulary** **latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones** **Physical geography**: **climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** **Human geography: types of settlement and land use, economic activity, trade links, the distribution of natural resources, energy, food, minerals and water**	
Content specific vocabulary **WHERE DO I LIVE?** **Wingerworth, houses, park, shops, village, bungalow, house, flat, family.** **POLAR REGIONS** **Cold climate, North Pole, South Pole, Artic, Antarctic, warm clothes** **AUSTRALIA** **Hot climate, Australia, beach, desert, coast, rainforest, north, east, south, west** **MY SCHOOL** **Job role, playground, field, hall, classroom, corridor** **PEOPLE WHO HELP US** **Teacher, head teacher, teaching assistant police, nurse, doctor, firefighter, ambulance driver.** **ISLANDS** **Island, sea, ocean, land, beach, coast, hill, river, map**	**Content specific vocabulary** **WINGERWORTH** **Local**, Wingerworth, village, **town, city, county, country, school, home**, house, **fieldwork, north, east, south, east, compass, locate, route, map, aerial view, caravan, terrace, detached, semi-detached, terrace** **WEATHER** **Sunny, windy, rainy, snowy, cloudy, stormy,** hot, cold, winter, summer, autumn. **COASTAL STUDY** **Aerial view, beach, cliff, coast, country, port, holiday,** island, sea, ocean, **sand, rock,** season, **tourist,** town, city, village, **waves** **THE UK** **England, Scotland Wales, Britain, London, compass directions, north east, south, west** **THE SEVEN CONTINENTS**	**Content specific vocabulary** **LONDON – UK CASE STUDY** **Cardiff, Belfast,** capital, county, mountain, hill England, Scotland Wales, Britain, London, **Edinburgh**, compass directions, north, east, south, west and **north- east (NE), south-east (SE), south-west (SW) and north-west (NW)** **River,** sea, **North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann** **EASTERN EUROPE** **Residents, industrial, business, progress, tourist attractions, itinerary, passport, nuclear power, human geography, physical geography, Europe, Eastern Europe, Countries** **Turkey, Ukraine, Poland, Belarus, Russia** **SETTLEMENTS** **Hamlet**, village, town, city, **conurbation, rural, urban, suburban,** similarities, differences, human features, physical	**Content specific vocabulary** **MOUNTAINS AND VOLCANOES** Mountain range, height, contour, **foot, slope, summit, snowline, treeline, outcrop, face, ridge, peak, plateau, plateau** mountain, climate, **top soil, subsoil, bedrock, magma, tectonic plates, volcano, eruption, active, dormant, extinct, tsunami, crust, mantle, outer core, inner core** **THE AMAZON RAINFOREST** **Canopy, carbon, dioxide, climate, crown, rainforest, tropical,** habitat, **humid, endangered, environment, extinct, forest, deforestation, conservation, ecosystem, temperate, leafy, humid, indigenous, understory, biodiversity** **HOW HAS THE TOWN OF CHESTERFIELD EXPANDED?** Chesterfield, village, population, **expansion, demographic, decades,** maps, aerial photos**, congestion**, **residents, land use, six-figure grid reference**

	Continents, Europe, Asia, Africa, North America, South America, Australia, Antarctica, oceans, seas, aerial images, **human features, physical features,** hot, cold, **location, Equator, North Pole, South Pole** **KENYA** **Africa, Kenya, Nairobi, national park, safari, wildlife, savannah, farm, tourist, climate,** **Oceans, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Continents, Europe, Asia, Africa, North America, South America, Antarctica, Australia**	features, climate, **land use,** mountains, coasts, rivers, hills, **population** **CLIMATE** Climate, **climate zones, tropical climate, temperate climate, polar climate, tropic of Cancer, tropic of Capricorn, equator, polar regions, global warming, ozone layer, the greenhouse effect, drought, latitude, longitude, meteorology, precipitation,** **WHERE DOES OUT FOOD COME FROM?** **Air miles, case study**, environmental factors, physical factors, **agriculture, supply chain, sustainability, economy, deforestation, land use, soil erosion, export, import, survey, Channel,** sea, ocean, **population, symbols, Ordinance and survey map, ariel photograph, population map, relief map** **HILLS AND MOUNTAINS** **Cairngorms, Mourne, Mountains, Black Mountains, MacGillycuddy's Reeks, Pennines, Grampians, Berwyn range, Snowdonia,** human features, physical features, **contour,** height, **grid reference**	**RIVERS AND COASTS** **Bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, mouth, salt water, silt, source, stream, tidal river, tributary, upstream, watershed, Arch, bay,** beach, cave, cliff, coastline, **current deposition landforms, erosion landforms, groyne, headland, landslide, longshore drift, salt marsh, sea defenses. sea wall, spit, stack, stump, undercutting, waves** **ARE WE DAMAGING OUR WORLD?** **Acid rain, atmosphere, biodegradable, biodiversity, carbon, carbon dioxide, carbon monoxide, catalytic converter, catastrophe**, climate, climate change, **contaminate,** deforestation, **desertification, destroy, destruction, ecosystem, emission, endangered, energy conservation, energy source, energy-efficient, environmentalist, exhaust fumes, extinct, geothermal energy, global warming, greenhouse effect, insulation, oxygen, ozone layer, reusable** **GLOBALISATION** **Globalisation,** trade, economy, industry, **fair trade, import, export, products, resources, business, freight, goods, industry, world commerce, migration, global,** supply chain,

HOW DOES IT ALL LINK TOGETHER?		
YEAR 1 AND 2		
Wingerworth **Curriculum links:** This unit builds upon the EYFS unit 'My School' and 'where do I live?'. Children understand how their school and home fits into the larger surroundings of Wingerworth. Children build upon their knowledge of their local community and the people that live within in	**Weather** **Curriculum links:** This unit builds upon the EYFS units of 'Australia' and 'Polar Regions'. Children will already have a basic understanding of hot and cold climates and through their learning in science they will know the four seasons and some basic seasonal changes. Children will build on their knowledge during the climate unit in Year 3 and 4.	**Kenya** **Curriculum links:** Children will build on their knowledge and understanding of similarities and differences from the EYFS unit of 'Australia'. Children knowledge and understanding will be developed further in the 'climate' and Settlements' units in Year 3 and 4.
YEAR 3 AND 4		
London – UK case study **Curriculum links:** This unit follows on from the Year 1 and 2 unit 'The UK'. Children will build on their knowledge on compass directions and begin to use grid references.	**Eastern Europe** **Curriculum links:** Builds on from the Year 1 and 2 units of 'The UK' and 'The Seven Continents' Children continue to broaden their knowledge and understanding of physical and human features, oceans and continents in relations to where specific countries are located.	**Where does our food come from?** **Curriculum links:** Children will have a basic understanding of food through their work in Science and Design and Technology topics in Year 1 and 2. They will know about food groups and have some understanding about where the food has been grown. This unit will continue to build on children's knowledge
Settlements **Curriculum links:** Children will an understanding of coastal areas and the features of these from the Year 1 and 2 coastal study. They will understand that different places in the world have different climates and weathers and they will have studied the extremes of hot and cold places.	**Rivers, Seas, Hills and Mountains** **Curriculum links:** Children will enter this until having a knowledge of the oceans and some coastal features and how these are represented on a map. This unit will build on this.	**Climate** **Curriculum links:** This unit will continue to build upon the knowledge that the children have already gained through their 'weather' unit through studying the weather and seasonal changes in EYFS and KS1.

Year 5 and 6	
Mountains and volcanoes **Curriculum links:** Builds on the Year 3 and 4 unit of 'Rivers, Seas, Hills and Mountains' unit. They will know where the mountains and hills are in the UK using digital mapping and be able to identify human and physical geography features. Children will have touched on Volcanoes during the Year 3 and 4 unit 'rocks'.	**Rivers and coasts** **Curriculum links:** Children will be able to use maps, atlases, globes and digital mapping to locate the major rivers and seas in the UK including the North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann and they will know how some of these aspects have changed over time.
How has the town of Chesterfield expanded? **Local Study** **Curriculum links:** Children will draw on their knowledge of their local environment from both the Geography and History units 'Wingerworth' in KS1. They will understand where they live in relation to Chesterfield and will understand that places change and expand over time. They will understand that expansion brings both positive and negative changes.	**Globalisation** **Curriculum links:** This unit further builds on children's knowledge from the 'where does food come from' unit in Year 3 and 4. They will understand that our food comes from all over the world and will understand about food air miles. Children will have a basic understanding of fair trade and what this means from assemblies and other whole school events.

End Points: Cycle A

What key learning to we want our children to know and remember by the end of each unit?
What will we assess our children against?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
WHERE DO I LIVE? Understand that there are differences between people's houses. Name significant places in their immediate surroundings e.g. park, shops, playground etc. Develop and follow directional vocabulary in the context of their own environment. **POLAR REGIONS** Investigate the differences in environments, seasons and weather in our country compared to the Antarctic. Understand how to dress for cold weather and how and why this is different to the clothes worn in hot weather. **AUSTRALIA** Investigate the differences in environments, seasons and ways of life in our country compared to the way of life in Australia. Understand that there are many different countries around the world. Understand and use positional language.	**WINGERWORTH** **LOCAL STUDY** Develop knowledge of the location of significant places in Wingerworth and surrounding locality. Understand the sense of place in relation to home and school. Use simple fieldwork and observation skills to study the school. Develop and follow directional vocabulary in the context of their own environment **WEATHER** Identify daily weather patterns of the UK. Understand seasonal weather patterns of the weather of the UK and forecasting the weather. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. Understand the human and physical geography of a cold area of the world e.g. The Artic. **MABLETHORPE (COASTAL STUDY)** Use simple compass directions and locational and directional language to describe the features and routes on a map. Use basic geographical vocabulary to refer	**LONDON – UK CASE STUDY** Name and locate counties and cities of the United Kingdom and identify their human and physical characteristics. Be able to locate the United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff and Belfast. Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the UK and the wider world. **EASTERN EUROPE** Use maps, atlases, globes and digital mapping to locate countries and their capitals. Including: **Countries:** Russia, Ukraine, Poland, Turkey, UK, Belarus, Finland and Estonia, **Cities:** Moscow, Kiev, Ankara, Warsaw, London, Minsk, Helsinki and Tallinn. **Seas and Oceans:** North Sea, Baltic Sea, Black Sea, Mediterranean Sea and Atlantic Ocean. Understand the geographical similarities and differences through the study of human and physical landscape and climate of a region of the United Kingdom and a region in a European country. **SETTLEMENTS** Describe, understand and distinguish between key types of settlement and land	**MOUNTAINS AND VOLCANOES** Use maps, atlases, globes and GIS digital mapping to locate countries and describe the key features of where mountain ranges are located including the Rockies, the Andes and the Himalayas. Describe and understand the key physical features of mountains. Investigate how mountains form by studying plate tectonics. Know how volcanos, earthquakes and tsunamis are formed and link together. **THE AMAZON RAINFOREST** Locate where rainforests are distributed throughout the world using maps, atlases, globes and digital mapping. Include Brazil, Bolivia, Australia, Malaysia, Indonesia, Cameroon, Gabon, Congo, Madagascar, Honduras Guatemala and Ghana. Investigate similarities between locations and describe their key features of their climate. Understand the different layers of the rainforest and understand their role in this biome. Know about the native inhabitants of the rainforest and their interdependence and

	to human and physical features for coastal locations. Name, locate and identify characteristics of the four countries and capital cities of the UK. Use world maps, atlases and globes to identify the UK and its countries.	use (hamlet, village, town, city, conurbation, rural, urban, suburban). 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 of Europe, including climate, land use, settlements and key physical features (e.g., mountains, coasts and rivers). Describe the effect of land use on the population.	impact on their environment. Know the key aspects of the human impact on rainforest including the types of settlement, land use and economic activity including trade links. **HOW HAS THE TOWN OF CHESTERFFIELD EXPANDED?** **LOCAL STUDY** Investigate the population data from two different decades and using maps and aerial photos, suggest how this has impacted on the town of Chesterfield. Investigate congestion on an identified road / area and explain how this impacts the local population. Suggest how and why this may have been different 50 years ago. Use six-figure grid references to map land usage of Chesterfield e.g., houses, shops etc. and explain how this impacts the local population.

End Points: Cycle B

What key learning to we want our children to know and remember by the end of each unit?
What will we assess our children against?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
MY SCHOOL Understand that school is made up of many different people who all have a different role. Begin to understand how they belong within their school. Use simple observation in a fieldwork study	**THE UK** Draw and locate the four countries of the UK. Name their capital cities. Name some of other major cities and the surrounding seas on a UK map or atlas.	**WHERE DOES OUR FOOD COME FROM?** Conduct a survey of a range of fruit and vegetables to investigate where they come from and use an atlas to record findings. Use a case study of a villages in different climate zones to describe what environmental factors are needed for the fruit or vegetable to be produced.	**RIVERS AND COASTS** Describe and understand key aspects the water cycle. Locate the major river of the world using maps focusing on Europe and North and South America. Describe and understand key aspects of

to investigate their immediate surroundings. **PEOPLE WHO HELP US** Know some of the roles that people have within school and how this helps them. Know who they can go to for help. Explore people in their family who can help them. Understand that all families are different. **ISLANDS** To describe what an island looks like. To use stories, maps and photos to find out about an island. To draw own imaginary islands using some features e.g., sea, hill. To use a simple map to identify an island.	Use the four main compass directions when describing places in relation to each other. 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. **THE SEVEN CONTINENTS** Draw and locate the locations of continents and oceans on globes and world maps or atlases. Use aerial images to recognise basic and human physical features. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **KENYA** Name and locate the world's seven continents and five oceans in the context of where Kenya is located in the world. Explore the continent Devise simple maps of the continents to help identify where Africa is. Use basic geographical vocabulary to refer to key physical and human features. Understand the geographical similarities and differences of a contrasting non-European country to ourselves.	Discuss the impact (positives and negatives) for the production of food in this area for population and environment. Use a map to work out how many miles a range of fruit and vegetables have travelled. Investigate the journey of one food type and compare the positives and negatives this has on people and the world. **RIVERS, SEAS, HILLS AND MOUNTAINS** Use maps, atlases, globes and digital mapping to locate the major rivers and seas in the UK including the North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. Investigate how some of these aspects have changed over time. Investigate where the mountains and hills are in the UK using digital mapping identifying human and physical geography features. **CLIMATE** Understand the significance of the Equator, Tropics of Cancer and Capricorn, and the polar regions in shaping climate. Identify and describe the main climate zones of the world (tropical, temperate, polar) and locate them using maps and atlases. Begin to use latitude and longitude to locate regions and recognise the Prime Meridian and its link to time zones.	physical geography of how rivers are formed. Describe and understand the key aspects of how rivers evolve over time. Use maps, atlases, globes and digital mapping to locate countries and describe the changing features of rivers as they erode and deposit material. Investigate how human geography of settlement and land use including trade links have influence and changed the physical geography of rivers Study the different features of coastlines from beaches to stacks and arches and how they have been formed. Investigate how and why landscapes have changed over time. **ARE WE DAMAGING OUR WORLD?** Investigate what people need when choosing a new site. Investigate and understand the power industry in the UK. Investigate the difference between renewable and non- renewable energy sources. Look at how solar, wind, water and biomass power are used in the UK today. Investigation of food packaging, children find out about the concept of food miles. Use digital maps to trace how far their food has travelled, and consider some of the

		Interpret simple climate graphs (temperature and rainfall) and compare how climate affects land use and settlements in the UK and a contrasting European region. Explore how climate influences trade and resource distribution (e.g., why certain crops grow in specific climates). Understand the basic process of global warming, its causes, implications and changes required.	environmental impacts of importing goods. **GLOBALISATION** Describe and understand key aspects of how human geography has developed over time for the types of settlement, land use and the historic development of trade links. Investigate the UK's imports and exports. Use atlases to find countries with whom UK businesses trade. Research the lives of people living and working in South America and how this affects trading in both human and physical geography using GIS mapping. Know what makes trading fair and unfair. Investigate the global supply chain, looking at how one item can be the product of many different countries. Explore the impact that globalisation has had on local and international trade.