Geography Curriculum

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating thediversity of culture that exists across continents."
Barack Obama

Geography for the pupils of Escrick Primary School

Geography at Escrick aims to develop children's geographical knowledge and enquiry using the world around them to inspire learning. Pupils will build on their knowledge, expanding their areas of study as they progress through school, commencing with local village/city knowledge and with each year exploring the greater world and geographical skills. This approach allows children to make a greater sense of the world by connecting information and ideas about people, places, processes and environments. Specialist vocabulary for topics is taught and developed, and effective questioning to communicate ideas is encouraged which aids children's knowledge and understanding of the world. We believe that children learn best by 'live' learning and provide them with a range of opportunities to work geographically, ensuring cross curricular opportunities, as appropriate.

Key to our teaching are the five main aspects of Geography:

1. **Locational Knowledge:** We want children to be able to locate places using mapping skills, know key facts about where they live or the place they are studying and key information about continents and countries, climate zones and lines of significance. Children will build over time their knowledge of the immediate world around them, such as the street, town, county, country and continent.

2. **Place Knowledge**: We want children to be able to describe places using geographical vocabulary. They will learn to remember different types of land and its uses, whilst also being able to name capital cities, rivers, surrounding seas. They will also learn to describe compare places, describing their similarities and differences. They will identify different biomes, climates and ecosystems to describe the places they are studying.

3. **Human Geography**: Children will learn to identify landmarks made by humans, discuss the impact of humans on the environment, have an awareness of climate change and use geographical vocabulary to describe human features (shop, town, port, harbour, conurbation, detached, semi-detached). Children will learn to compare and contrast different towns or cities, explore trade links, estimate the economic impact of tourism, time zones and learn about the distribution of food, water and other resources. They will be able locate the Earth's natural resources, describe types of settlement and population growth and learn about the effects of seasonal changes on the economy.

4. **Physical Features**: Children will be able to identify different physical features of the planet, biomes, vegetation belts, describe the water cycle, river systems, identify the impact of extreme events and weather patterns such as rainfall. They will be able to use physical geographical vocabulary to describe the physical features of different biomes, know where the tropical, temperate, polar regions of the world are located, describe the seasons relating to the Earth's tilt and identify physical wonders of the world.

5. **Geographical Fieldwork (including Mapping Skills):** Children will undertake practical fieldwork both inside and outside the classroom using firsthand experiences and measuring equipment. They will measure rainfall, compare population, draw and interpret maps, examine digital maps with different layers, use ordnance survey maps and atlases. They will learn to use compass points, co-ordinates, aerial photographs, map symbols and keys. They will gather data such as traffic surveys, different types of shops, prevalence of litter, revenue for tourist spots. They will analyse this using pie charts, bar charts, tables, interpreting data and showing impact. Throughout our medium-term plans, we teach sequential units of work, adapting where needed for each different cohort and to allow for live reshaping where necessary.

Skills

We have designed a progression of skills to allow our pupils to become proficient in:

- **Understanding the world they live in**
- **Thinking critically and comparatively**
- **Understanding the fluid links between physical and human geography**
- **Practical fieldwork skills**
- **Communicating what they have learnt in a variety of ways**

Barriers

Our entire curriculum, including Geography, promotes opportunities to FLOURISH (Friendship, Learning, Opportunities, Unique, Respect and Resilience, Individual, Solve Problems and Happy)

Stakeholders have identified that our pupils hold certain barriers when studying geography. To ensure our pupils all reach their full potential, we have designed our geography curriculum with afocus on these specific barriers which include:

- Building confidence, stamina and independence
- Developing oracy and extending vocabulary
- Knowledge beyond their immediate locality

Whole School Topics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School community Plants and growing Seaside	• Fieldwork (local) • Bog Baby (Physical) • Dinosaur disaster: continents & oceans (Physical) • UK capitals & surrounding seas (Map and atlas work)	• Guy Fawkes: (Physical) • Directional language (compare simple maps) • Hot and cold places (Physical) • Ice Age (Physical)	• World countries & major cities. 4 –figure grid references (Map work) • How are volcanoes formed? (Physical) • Mediterranean Region Study (Human and Physical)	• Counties and cities of the UK. (Map work) • York (Human & Physical) • Anglo-Saxons settlements (Local/Human) • York- Viking invasion (Human and physical) • Arctic and Antarctic (Physical)	• Water Cycle (Physical) • Egypt (Physical) • Rainforest (Human and Physical)	• Physical & human changes. (Human & Physical) • Time zones, land-use patterns & distribution of natural resources. Digital mapping. (Human & Physical)

National Curriculum Coverage

Early Years	Key Stage 1	Key Stage 2
Transport Know that there are different countries in the worldand talk about the differences they experienced orseen in photos. **Animals and creatures** Know that there are different countries in the worldand talk about the differences they experienced orseen in photos. **Weather** Explore and respond to different natural phenomenain their setting and on trips Use all their senses in hands-on exploration. **School community** Draw information from a simple map. Understand that some places are special to membersof their community. **Seaside** Draw information from a simple map. Understand that some places are special to membersof their community.	**Fieldwork, where I live & simple maps (Yr1)** 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. **Bog Baby:** Weather & England (Yr1) Identify seasonal and daily weather patterns in the United Kingdom. **Dinosaur disaster:** continents & oceans (Yr1) Name and locate the world's seven oceans and five continents. **UK capitals & surrounding seas (Yr1)** Name, locate and identify characteristics of the four countries and capitals of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the oceans studied at this Key Stage. **Guy Fawkes:** landmarks- aerial photographs and plans (Yr2) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. **Directional language, compare simple maps. Basic Geographical language from N.C. (Yr2)** Use simple compass directions and locational and directional language to describe the location and features of routes on a map. **Hot & cold places:** (Compare York & a non-European country) (Yr2) 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 & South Poles. Use basic geographical vocabulary to refer to key physical and human features. **Ice Age:** (North and South Pole) (Yr2) Identify the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to key physical features.	**World countries & major cities** (4-figure grid references) (Yr3) Locate the world's countries. Use maps, atlases, globes and digital/computer mapping to locate countries (Y3) Use four-figure grid references. **How are volcanoes formed?** (Locating Greece and Italy- volcanic eruption in BC 1646) (Yr3) Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes & earthquakes, and the water cycle. **Counties and cities of the UK:** compare and locate (Yr4) Compare land-use in York- patterns and changes. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time. **Fieldwork- 4 figure grid references & Compass (Yr4)** Use the eight points of a compass, four and six-figure grid references. **Anglo-Saxons settlements:** Fieldwork and compare different settlements (Yr4) Use fieldwork to observe, measure, record and present human and physical features in the local area. Describe and understand key aspects of human geography, including: types of settlement and land use. **York- Viking invasion:** Locate Scandinavia & capitals. Compare homeland & UK settlements (Yr4) Locate the world's countries. 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 (Y3) **Arctic & Antarctic:** Circles & hemispheres, climate and biomes. How environments change & pose danger (Yr4) Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles. **Water Cycle** (Yr5) Describe and understand key aspects of physical geography, including: water cycle. **Egypt:** Locating Egypt & Equator, comparing Ouse & Nile (Yr5) Identify the position and significance of Equator. Locate the world's countries. Describe and understand key aspects of: physical geography, including: rivers. **Rainforest:** Locating Brazil. Comparison of York and Manaus. (Yr5) Locate the world's countries. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region with North or South America. **Physical and human changes:** Patterns, key war countries & capitals (6-figure grid references) (Yr6) Locate the world's countries, concentrating on their key physical and human characteristics, countries and major cities. Use six- figure grid references to build their knowledge of the wider world. Deforestation (Yr 5) **Time zones, land-use patterns & distribution of natural resources** Digital mapping (Yr6) Identify the position and significance of the Prime/Greenwich Meridian and time zones. Describe and understand key aspects of human geography, including the distribution of natural resources (Yr6) Understand importing, exporting and the global supply chain (Yr6) Understand 'Fairtrade' (Yr6) Use maps, atlases, globes and digital/computer mapping to locate countries.

Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	• I can name the seas surrounding the UK. • I can name the 4 capital cities within the UK. • I can name the five oceans. • I can name the world's seven continents.	• I can locate the North & South Pole. • I can use a globe and atlas to identify the United Kingdom, its countries and places we study.	• I can locate some of the world's countries and major cities using a map focusing on Europe (UK, Australia, Egypt, Italy, and Greece). • I can locate the Equator.	• I can name and locate counties on amap (N, S & WYorkshire & East Riding) and key cities of the UK. • I understand the key topographical features (hills, mountains, coast and rivers) and identifying human and physical characteristics of UK counties and cities. • I can locate the Arctic & Antarctic Circles & their hemispheres. • I can understand land-use patterns and how these may have changed over time.	• I can locate North and South America and their environmental regions. • I can identify the Tropics of Cancer & Capricorn. • I can name some major cities in leading world countries. • I understand the position and significance of latitude and longitude, the Equator and the Northern and Southern Hemispheres. • I can identify key topographical features (hills, mountains, coasts and rivers), with a focus on rivers. • I can identify key physical characteristics in the UK in detail.	• I can name and locate some European countries, detailing their physical and human characteristics. • I can identify land-use patterns & distribution of natural resources (China and global supply chain focus) • I can understand how some of these aspects have changed over time • I can describe time zones.
Place Knowledge	• I can talk about places close and far away. • I can study my local area, talking about where I live and begin to discuss any differences or similarities I can see.	• I can describe some similarities & differences of a small area of the UK (York) & a non-European country (Brazil/Rio de Janeiro).	• I can describe some geographical similarities and differences in a European country (Italy/Greece) compared to the UK. • I can describe some geographical similarities & differences within a region in the UK.	• I can explain some of the geographical similarities and differences of regions of the UK (N, S, W Yorkshire& East Riding). • I can compare settlements within the UK. • I can begin to think of ideas of why people live in contrasting areas.	• I can explain geographical similarities and differences of the UK and a region within North or South America (Manaus). • I can explain why people choose to live in contrasting areas.	• I can explain patterns in physical and human changes. • I can describe how change can lead to similarities between places.
Human & Physical Geography	• I can begin to use basic Geographical vocabulary to describe places. • I can observe and describe weather associated with the seasons. • I can begin to use basic geographical vocabulary to describe key physical features. • I can begin to use basic geographical vocabulary to describe key human features.	• I can use basic geographical vocabulary (as noted in the KS1 National Curriculum) • I can name key physical features. • I can name key human features. • I can talk about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • I can locate hot and cold places such as York & a non-European country (Rio de Janeiro).	• I can explain how volcanoes are formed & where they are found. • I can explain that volcanoes are a physical feature.	• I can identify climate zones and biomes. • I can explain how environments can change & how this can pose dangers. • I can describe and compare different types of settlement • I can identify types of settlement and land use.	• I know where some of the key rivers are (Amazon, Nile, Severn, and Ouse.) • I can describe the River Ouse/Foss. • I can talk about the stages of the Water Cycle. • I can describe and explain key physical aspects of physical geography including climate zones and biomes.	• I can present the distribution of natural resources including energy, food, minerals and water. • I can discuss how economic activity including trade links across the world is affected by the distribution of natural resources. • I can understand what Fairtrade means and how it impacts on countries that produce goods for export.
Geographical skills & Fieldwork	• I can use large maps to mark key locations, e.g., continents, UK, Escrick, York • I can use I Pads to recognise and record what I see. • I can use a simple map. • I can begin to use a globe to identify the United Kingdom and its countries. • I can use simple compassdirections (N, S, E, W).	• I can use locational and directional language (near and far; left and right]) to describe the location of features and routes on a map. • I can draw a map of a real place. (e.g., add detail to a sketch map from aerial photograph) • I can use aerial photographs and plans to recognise landmarks and basic physical and human features. • I can investigate my surroundings • I can analyse evidenceand begin to draw conclusions e.g., makecomparisons betweentwo locations using photos/ pictures, temperatures in different locations	• I can read a simple map & key. • I can record information in a given format, e.g., sketch, bar chart. • I can identify some standard OS map symbols. • I can use the eight points of a compass. • I can use four figure grid references.	• I can identify symbols and keys when using maps (including the use of Ordnance Survey maps). • I can suggest ways to record my observations.	• I can discriminate between sources of information. • I can collect and present information about people and places. (Line graphs) • I can suggest questions for my fieldwork. • I can offer explanations for somefeatures in fieldwork.	• I can use digital technologies to locate countries, describe features and describe and create a map. • I can use maps, atlases and globes to locate countries and describe features studied. • I can use 6 figure grid references. • I can give accurate conclusions using information. • I can analyse data about populations andplaces.

YEAR 1

	Autumn	Spring	Summer	Summer
Topic Title	**Dinosaur disaster**	**Bog Baby**	**UK capitals & Surrounding seas**	**Where I live**
National Curriculum	Name and locate the world's seven oceans and five continents. **Physical and human geography**	Identify seasonal and daily weather patterns in the United Kingdom. **Physical geography**	Name, locate and identify characteristics of the four countries and capitals of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the oceans studied at this Key Stage. **Physical and human geography**	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key humanand physical features of its surrounding environment. **Physical geography**
Skills Progression and Assessment				
Substantive knowledge: locational knowledge	• I can name the five oceans. • I can name the world's seven continents. • I can name the continent I live in.	• I can name the country I live in.	• I can confidently name the country I live in. • I can name the 4 countries of the UK. • I can name the seas surrounding the UK. • I can name the 4 capital cities within the UK.	• I can name the countryI live in. • I can name the village/town I live in.
Place knowledge	• I can simply talk about places closeand far away.	• I can think about where the Bog Baby lives and begin to talk about differences or similarities I can see compared to where I live.	• I can talk about places close and far away within the UK.	• I can study my local area, talking about where I live
Human & Physical Geography ***Name, explain and compare***	• With support, I can begin to use some basic geographical vocabulary to describe key physical features. • With support, I can begin to use some basic geographical vocabulary to describe key human features.	• I can talk about the weather in my local area & in my country. • I can observe and describe weather associated with the seasons.	• I can begin to use basic geographical vocabulary to describe key physical features. • I can begin to use basic geographical vocabulary to describe key human features.	• I can begin to use some basic Geographical vocabulary to describe places where I live.
Disciplinary skills and fieldwork ***Observe, collect and present***	• I can confidently use large maps to mark key locations, e.g., continents.	• I can record the weather in simple ways. • I can talk about the weather I have seen and recorded.	• I can use I Pads to recognise andrecord what I see. • I can use a simple map. • I can use simple compass directions.	• I can begin to use simple large maps to mark key locations, e.g., UK, York & Escrick • With support, I can use I Pads to recognise and record what I see. With support, I can use a simple map.
Disciplinary tasks	• **Present:** Ocean & continent songs • **Record:** Place dinosaurs onto continents. • **Present:** Use key vocabulary • **Present:** Continent balloons.	• **Record:** Weather reports- I pads. • Record weather patterns with uni-fix cubes. • **Make observations:** Use key vocabulary to describe weather.	• **Present**: Songs • **Make observations:** Play spot the capital • **Present:** Create own UK and label seas and cities.	• **Present** where I live 'circle craft', e.g., village, city, country. (School- Escrick, Villages, York, England) • **Make observations**: Local walk or hunt, Photo gallery with talking tins. • **Record and compare** addresses: posting a letter home, marking addresses on a map, Pin the school on the map.
Key Vocabulary	Continent N America S America Europe Africa Asia Australasia Antarctica Ocean Pacific Atlantic Indian Arctic Southern Prehistoric Dino names Past Before Country Here Wher e There	Weathe r Seasons Hot Rain Clouds Sun Dry England York local pattern changes same different village city country where our here my	United Kingdom Atlantic Irish Sea London England Scotland Wales N. Ireland Cardiff Edinburgh Belfast capital seas country where here our there my	England York Fieldwork Escrick Riccall Barlby Local Change sRoute House Village City Country Locate Building Shop Field Farm School There Where My Our
Links to learning and assessment points				
Outcomes	• To be able to name all seven continents in songs. • To locate all seven continents on a simple map. • To name all five oceans in songs. • To locate all five oceans on a simple map. • To know I live in Europe.	• To know that I live in the United Kingdom. • To recognise different types of weather. • To name all four seasons. • To be able to compare the seasons using key vocabulary.	• To name the 4 countries and capital cities within the UK. • To name the seas surrounding the UK. • To be able to recognise and locate N, S, E, W on a compass & simple map.	• To know I live in Escrick, York, England. • To use basic vocabulary such as *village, town, city, school, trees, roads* to describe whereI live. • To collect information (photos) and talk about what I can see in my local area.
Previous ←	EYFS: Draw information from a simple map	EYFS: • Understand the effect of changing seasons on the natural world around them	EYFS: To start to think about where they live.	EYFS: Talk about members of their immediate family and community
Next →	**Year 2:** **ICE AGE** Prepares pupils to understand how the Earth physically changes over time.	**Year 2:** • Hot and cold places • Ice Age **Year 5:** • Water Cycle Science links: **Year 1:** • Seasonal Changes **Year 5:** • Earth & Space	Year 2: • Hot and cold places • Ice Age Year 3: World countries & major cities	**Year 2-6: Local Study and beyond** • Builds an understanding of our local environment over time: • Y2: Directional Language • Y3: Major cities (York) • Y4: York- Anglo- Saxon settlements & Viking Invasion • Y6: Mini Joseph Rowntree topic- local history.

YEAR 2

	Autumn	Spring	Summer
Topic Title	**Directional Language**	**Hot and cold places**	**North & South Pole and physical features**
National Curriculum	Use simple compass directions and locational and directional language to describe the location and features of routes on a map. Use aerial photographs and plans to recognise landmarks and basic physical and human features; devise a simple map; and use and construct basic symbols in a key. **Physical and human 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 & South Poles. Use basic geographical vocabulary to refer to key physical and human features. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country **Physical and human geography**	Identify the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to key physical features. **Physical and human geography**
Substantive knowledge: Locational Knowledge	• I can use a globe and atlas to identify the United Kingdom, its countries and York	• I can locate Rio de Janeiro and the Equator on a globe and atlas	• I can locate the North & South Pole. on a globe and atlas
Place knowledge	• I can confidently describe a small area of the UK (Escrick or York).	• I can describe some similarities & differences of a small area of the UK (York) & Rio de Janeiro.	• I can confidently describe some similarities & differences of a small area of the UK (York) & Antarctica.
Human & Physical Geography ***Name, explain and compare***	• I can use a wider range of basic geographical vocabulary. • I can name a wider variety of key physical features. • I can name a wider variety of key human features.	• I can use a variety of basic geographical vocabulary. • I can name a wide variety of key physical features. • I can name a wide variety of key human features. • I can talk more confidently about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • **I can locate hot and cold places such as York & a small area of a non-European country (Rio).**	• I can confidently use basic geographical vocabulary. • I can confidently name key physical features. • I can confidently name key human features. • I can confidently talk about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Disciplinary Skills & Fieldwork ***Observe, collect and present***	• I can use some locational and directional language (near and far; left and right]) to describe the location of features and routes on a map. • I can draw a map of a real place. (e.g. add detail to a sketch map from aerial photograph) • I can use aerial photographs and plans to recognise landmarks and basic physical and human features. • I can investigate my surroundings	• I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	• I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
Disciplinary tasks	• **Make observations:** Local walk from school. • **Present:** Plan a route around the village. • **Record:** Create a map using locational and directional language • **Make observations:** Spot the feature games.	• **Record and compare:** Compare York to other area in non-European country. • **Make observations:** Ask & answer questions about temperatures in hot and cold places. • **Make observations & record:** Fact file about each place. • **Present:** News report about the weather in each place.	• **Make observations & compare:** Compare the Arctic & Antarctic. • **Make observations:** How Cold? Ice cube experiments. • **Make observations:** Ask & answer questions about temperatures in hot and cold places. • **Compare and present:** Distinguish between what Earth was like then and now. • **Present:** News report from the 'Ice Age' describing the changes in land.
Key Vocabulary	Compass Points Directions Near Far Left Righ t Location Direction Physical Human City House River Weather Move Grass Wild Water Plant path	York European Equator South & North poles World Seasons Changes Temperatur eHot weather Cold Clothes Water Wild People	North Pole South Pole Equator Map/glob Earth Glaciers Freeze Land Tundra Compare North & South Locate Habitats Sort Classify Changes Find Cold Past Break Water Beautiful
Outcomes	• To understand basic symbols and features on maps (buildings, public services, bridges and roads). • To be able to use basic geographical vocabulary(near and far, left and right) to describe the location of routes and features on maps. • To be able to effectively use geographical vocabulary, in particular the words above.	• To understand where hot places in the world are and where cold places are. • To understand human (historic buildings, bridges) and physical (River Ouse, green space) geographical features in York. • To understand human (Christ the Redeemer) and physical (Sugarloaf Mountain, beaches and Guanabara Bay) geographical features in a non-European country (Brazil/Rio de Janeiro). • To be able to compare York and a small area of non-Europeanarea (**Rio de Janeiro)**	• To locate the North & South Poles on a map or globe. • To explain why the North and South Poles are cold. • To know of the Equator & countries near it are hot. • To use geographical vocabulary when describing the Arctic circle.
Previous ←	**Year 1:** Builds on map work from topics 'Where I live' and 'UK capitals & surrounding seas'.	**Year 1:** Builds on map work from topics 'Where I live' and 'UK capitals & surrounding seas'.	**YEAR 1** **Dinosaur Disaster** • Continents **Weather** • Seasons and weather changes. • Hot and cold places.
Next →	**Year 3:** World countries & major cities	**Year 3:** World countries & major cities	**Year 3** Locating the Equator. Locating other countries beyond position near North& South Pole and across other continents. Understanding more about other physical featuressuch as *rivers & volcanoes.*

YEAR 3

	Autumn	Spring	Summer
Topic Title	**World Countries & major cities**	**Volcanoes**	**Visit the Mediterranean**
National Curriculum	Locate the world's countries. Use maps, atlases, globes and digital/computer mapping to locate countries.Use four-figure grid references. Use the 8 points of a compass **Physical geography**	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes & earthquakes, and the water cycle. **Physical geography**	Understand geographical similarities and differences in a region of a European country (Greece) and the UK **Human and Physical geography**
Substantive knowledge: Locational Knowledge	• With support, I can locate some of the world's countries and major cities using a map focusing on Europe (UK, Australia, Egypt, Italy, andGreece). • I can begin to locate the Equator.	• I can locate some of the world's countries using a map focusing onEurope (***UK and Italy).*** • I can locate the Equator.	• I can locate some of the world's countries using a map focusing onEurope (***UK and Greece).***
Place knowledge	• I can describe some geographical similarities & differences within aregion in the UK.	• I can describe some geographical similarities and differences in aEuropean country (***Italy***) compared to the UK.	• I can locate countries in Europe (Mediterranean), their environmental regions and major cities • I can name and locate counties and cities of UK, focusing on York and the North. • I can locate key topographical features in and around York and the North e.g. rivers, hills, mountains, coasts
Human & Physical Geography ***Name, explain and compare***	• I can begin to explore where volcanoes may be found.	• I can explain how volcanoes are formed & where they are found. • I can explain that volcanoes are a feature of physical geography.	• I can identify human features of Mediterranean countries (with a focus on Greece) s e.g. currency, language • I can compare with the human geography of the UK (with a focus on York) • I can name and describe biomes of Mediterranean countries and the UK, • I can investigate the climate of Mediterranean countries compared to UK • I can describe and understand physical features of Mediterranean countries
Disciplinary Skills & Fieldwork ***Observe, collect and present***	• I can read a simple map & key. • I can record information in a given format, e.g. sketch, bar chart. • I can identify some standard OS map symbols. • I can use the eight points of a compass.	• I can present a labelled, cross-section diagram of a volcano. • I can talk about the eight points of a compass, *e.g. Italy in relation toother European countries.*	• I can use maps, atlases and globes to locate countries and describe features studied, focusing on Europe, Mediterranean and the UK • I can use the eight points of a compass when using maps of the local area • I can use simple symbols and keys for maps in the local area (incl. simplified OS maps) • I can sketch maps of the local area (Escrick) using an aerial view, simple symbols and a key.
Disciplinary tasks	• **Record:** Giant map to plot the world's countries & major cities. • **Record:** Place a pin on…. • **Record:** Find me… using four figure grid references • **Present:** Create a route from one country to another. • **Present:** Label & use 8 points of a compass to describe direction fromone another.	• **Record:** Map work (locating). Pin 'where we've been in lessons, e.g. UK,Egypt, Italy'. • **Present:** Science links: build a volcano. • **Present:** Cross-Section diagram of volcano.	• **Record**: Gather and present data on the local area (traffic surveys, land use) • **Present**: Present a piece of work comparing human and physical geographical features in the UK and Greece • **Present**: Sketched maps of the local area (Escrick)
Key Vocabulary	Europe North & South AmericaUnited Kingdom Equator OS Compass 4-figure grid reference Country World Cities Build Earth Famo us Island separ ate	Italy Rome Greece Athens Equator Mediterranean Sea Continents Europe Rocks Volcano Ash Vent Magma Chamber Conduit Lava Vesuvius Compare Appearance Properties Organic Matter Diagram Label Physical Features Describe Centre Earth Extreme Famous Importa nt Island Natural Notice Position Through	Europe United Kingdom Greece Mediterranean Equator OS Compass 4-figure grid reference Country World Cities Weathe r River Ocean Sea Mounta ins Coast Build Earth Famous Island Symbols Tourism Land Use
Outcomes	• To be able to use four-figure grid references. • To understand the location of the Equator and be able to plot this on a map. • To know the 8 points of a compass & use them when describing locations/positions. • To be able to locate various countries and cities, including Italy, on a worldmap	▪ To name the continent in which Italy is on & its capital cities. ▪ To know volcanoes are physical features. ▪ To know & identify the basic features of a volcano: vent, ash cloud,magma chamber, lava & conduit.	▪ To be able to use four-figure grid references. ▪ To understand the differences between human and physical geography ▪ To know the 8 points of a compass & use them when describing locations/positions. ▪ To be able to locate various countries and cities, including Greece, on a worldmap
Previous ←	**Year 1:** UK cities and surrounding seas **Year 2**: Hot and cold places	**Year 1 & 2** • Adds further locational knowledge around continents and oceans. Build on from KS1, can they also locate & name the continents & oceans/seas,	**Year 1 & 2** Adds further locational knowledge around continents and oceans. Build on from KS1, can they also locate & name the continents & oceans/seas
Next →	**Year 4**: Counties & cities of the UK, Arctic & Antarctica	**Year 4** • Applying directional language & compass points to counties, e.g. EastYorkshire. • Suggesting ways to record their observations.	**Year 6** • Detailed human geography studies, land use and economy (China)

YEAR 4

	Autumn	Spring	Summer	Summer
Topic Title	**Counties & cities of the UK**	**Anglo-Saxons**	**York- Viking Invasion**	**Arctic & Antarctica**
National Curriculum	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time. **Human and physical geography**	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. Describe and understand key aspects of human geography, including: types of settlement and land use. **Human and physical geography**	Locate the world's countries. 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. **Human and physical geography**	Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles. **Human and physical geography**
Skills Progression and Assessment				
Substantive knowledge: Locational Knowledge	• I can name and locate counties on a map (N, S & W Yorkshire & East Riding) and key cities of the UK. • I understand the key topographical features (hills, mountains, coast and rivers) and identifying human and physical characteristics of UK counties and cities. • I can begin to understand land-use patterns and how these may have changed over time.	• I can understand land-use patterns and how these may have changed over time.	• I can name some major cities in other world countries, *e.g. Sweden: Stockholm, Norway: Oslo & Denmark: Copenhagen.*	• I can locate the Arctic & Antarctic Circles & their hemispheres.
Place Knowledge	• I can begin to explain some of the geographical similarities and differences of regions of the UK (N, S, W Yorkshire & East Riding). • I can compare settlements within the UK.	• I can explain some of the geographical similarities and differences of regions of the UK (N, S, W Yorkshire & East Riding). • I can confidently compare settlements within the UK.	• I can explain why Vikings choose to leave their homeland.	• I can begin to think of ideas of why people live in contrasting areas.
Human & Physical Geography ***Name, explain and compare***	• I can begin to describe and compare different types of settlement • I can identify some types of settlement and land use.	• I can describe and compare in more detail different types of settlement • I can identify different types of settlement and land use.	• I can confidently describe and compare different types of settlement, *e.g. Viking homeland & where settled in UK.* • I can confidently identify types of settlement and land use, *e.g. areas of trade.*	• I can identify climate zones and biomes. • I can explain how environments can change & how this can pose dangers.
Disciplinary skills & Fieldwork ***Observe, collect and present***	• I can begin to use four figure grid references. • I can begin to identify symbols and keys when using maps (including the use of Ordnance Survey maps). • I can suggest two different ways to record my observations.	• I can identify different symbols and keys when using maps (including the use of Ordnance Survey maps). • I can suggest more ways to record my observations	• I can use four figure grid references. • I can identify a wider range of symbols and keys when using maps (including the use of Ordnance Survey maps). • I can suggest a variety of ways to record my observations.	• I can confidently use four figure grid references. • I can confidently identify symbols and keys when using maps (including the use of Ordnance Survey maps) • I can suggest numerous ways to record my observations.
Disciplinary tasks	• **Present:** Make their own map of the United Kingdom and identify the cities. • **Present:** Pin the county. • **Present:** Build a city (modelling)	• **Present:** Make their own Anglo-Saxon settlement. • **Make observations & present:** Look at Anglo-Saxon settlements and describe. • **Make observations & record:** Fact file on settlements.	• **Make observations, record and present:** An in-depth study of the Vikings and their invasion, rating sources and drawing conclusions. History link. • **Record:** Mapping Viking trade routes across Europe & beyond. Locating starting points & key destinations. • Would you rather…? Game. Scenarios of where Vikings could settle. Ranking importance of physical/human features.	• **Record:** Map work to include hemispheres, 8-point compass and Arctic& Antarctic Circles. • Which continents are in each hemisphere? • **Record:** Map of the World: colour coded climate zones. • **Make observations & record:** Biome jars, e.g. Tundra
Key Vocabulary	United Kingdom Ordinate Survey County Patterns Compare Develop Fieldwork Map Compass Environment Settlementt Human Physical Features Land use Build Busy Different Earth Material	Anglo-Saxon Patterns Area Location Architecture Development Settlement Environment Changes Grid Reference Map Land-use Locality Address Build Consider Describe Length Material Natural Notice Purpose Recent Remember	Scandinavia Norway, Sweden & Denmark homeland Past Historical Settlers Settlements Communities Route Trade Import Export Physical & Human Land-use Believe Century Difficult Famous History	Hemisphere Arctic Circle Antarctic Circle Climate zoneBiome: Tundra, Polar Temperate Tropical Icecaps Local Issues Observationon Consider Discuss Locate Globe Map Flooding Fieldwork Answer Believe Build Circle Difficult Disappear Extreme Imagine Increase Learn Natural Notice Position Possible Separate
Links to learning and assessment points				
Outcomes	• To understand the United Kingdom is made up of counties and be able to name some of these (including Yorkshire). • To be able to locate key cities of the UK on a map (including London, Belfast, Cardiff, Edinburgh). • To be compare geographical similarities and differences between different areas of the UK. • To be able to use four-figure grid references.	• To understand what a settlement is. • To understand the features of Anglo-Saxon settlements. • To be able to compare different settlements, including Anglo-Saxon settlements • To successfully complete fieldwork based on the settlements. • To successfully be able to use maps, identifying keys and symbols.	• To know the countries which make Scandinavia & their capitals. • To locate Scandinavia on a map. • To map and describe a typical Viking trade route including place names & oceans/seas, *e.g. Directional vocabulary, 8 points of compass.* • To know that a settlement is where people live and sometimes work.	• To locate the Arctic & Antarctic Circles & their hemispheres. • To name some countries in each hemisphere, e.g. UK = northern, Australia Southern etc. • To know the major climate zones: polar, temperate, tropical, tundra and desert. • To explain some examples of changing environments and how they pose danger *such as flooding, melting icecaps*.
Previous	**Year 1 & 2:** • Builds upon knowledge of where they live and hot and cold places. **Year 3** • World countries and major cities.	**Years 1, 2 & 3** • Builds upon locational knowledge of where they live, the location of countries & cities around the world and within the UK.	**Year 2, 3 & 4** • Builds on locational & knowledge of countries & capitals. **Year 2** • Directional vocabulary. **Year 3** • Eight points of compass.	**Year 1** • Continents & Oceans **Year 2** • Hot & cold places. • Ice Age2 **Year 3** • Builds on knowledge of the Equator, *e.g. introducing climate zones*.
Next	**Year 5** • Physical geography, focus on rivers	**Year 6** • Physical & human changes, land-use patterns.	**Year 6** • Giving conclusions using information. Builds on land-use. • Distribution of resources. Builds on from Viking trading.	**Year 5** • Tropics of Cancer & Capricorn. Builds on hemispheres with lines of longitude & latitude.

YEAR 5

	Autumn	Spring	Summer
Topic Title	**Extreme Earth**	**Egypt**	**The Rainforest**
National Curriculum	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Describe and understand key aspects of: physical geography, including: rivers. **Physical geography**	Identify the position and significance of Equator. Locate the world's countries. **Physical geography**	Locate the world's countries. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region with North or South America. **Human and physical geography**
Skills Progression and Assessment			
Substantive knowledge: locational Knowledge	• I can identify key topographical features (hills, mountains, coasts and rivers), with a focus on rivers. • I can identify key physical characteristics in the UK in detail.	• I can locate some of the world's countries using a map focusing on Europe (UK & Egypt). • I can locate the Equator. • I understand the position and significance of the Equator.	• I can locate North and South America and their environmental regions. • I can identify the Tropics of Cancer & Capricorn. • I can name some major cities in leading world countries, *e.g. Brazil: Brasilia, USA: Washington DC* • I understand the position and significance of latitude and longitude, the Equator and the Northern and Southern Hemispheres.
Place knowledge	• I can study in detail the physical geography of an area of the United Kingdom and understand the similarities and differences within this.	• I can compare geographical features of York and Egypt, *e.g. location, climate, terrain, and rivers.*	• I can explain geographical similarities and differences of the UK and a region within North or South America (Manaus). • I can explain why people choose to live in contrasting areas.
Human & Physical Geography ***Name, explain and compare***	• I can talk about the stages of the Water Cycle. • I know where some of the key rivers are in the United Kingdom (Severn, Thames and Ouse.) • I can describe the River Ouse. • I can explain that rivers have a source and a mouth. • I can begin to describe climate zones and biomes.	• I know where the river Nile is. • I can describe and explain key physical aspects of physical geography including climate zones and biomes.	• I know where the Amazon river is. • I can describe in more detail and explain key physical aspects of geography including climate zones and biomes.
Disciplinary skills and Fieldwork ***Observe, collect and present***	• I can offer explanations for some features in fieldwork. • I can suggest questions for my fieldwork.	• I can record information in a given format, e.g. diagram of a river. • I can begin to talk about the eight points of a compass, *e.g. From the UK, Egypt is South East.* • I can discriminate between sources of information.	• I can collect and present information in a variety of ways about people and places. (Bar charts, line graphs).
Disciplinary tasks	• **Present:** Use sandwich bags to show the different stages of the water cycle. • **Make:** Water cycle model using mud rock • **Record:** Locate key features using maps • **Record & Present:** Research key physical features of the UK • **Record & compare:** Begin to look at our climate zone and think about how our climate compares to other climate zones	• **Record & compare**: Look at photos of the River Ouse & Nile: Same? Different? • **Present:** Create a foil tray or soil replica (Forest Schools) of the Ouse. • Rice Krispy rivers. • **Record & compare:** Compare areas around York & a small area of Egypt, *e.g. Geography Globes.* Fieldwork walk to the Foss or Ouse. Create sketches, take photos.	• **Record:** Longitude & Latitude co-ordinates, *e.g. where would we find Brazil etc.* • **Record:** Describing location of rainforests in relation to longitude & latitude. • European & Non-European capital cities fortune teller (quick activity). • **Compare & Record:** Compare York & Manaus: food, housing, the effect on people/environment. • **Compare & Record**: Compare populations, *e.g. Statistics.* • **Present:** Physical & human features & their effect on rainforests. • **Present:** Postcard from both destinations applying key vocabulary. • **Present:** Location, Location, Location style advert: Move to Manaus!
Key Vocabulary	Evaporation Water Condensation Transportation Precipitation Collection Water cycle Hills Rivers Mountains River Source & mouth Tributary Floodplain Bend/ meander Ouse Process Available Environment Immediately Occupy Physical Temperature Variety UK Egypt & Cairo Nile Terrai n Biome Identify Transport Sketch Diagram Country &area Environment Fieldwork Ancient Community Available Environment Necessary Physical Temperature Longitud e Latitude Tropic Cancer Capricorn Brazil: Brasilia S America hemisphere Amazon Manaus York Apply Justify Present Land- Use People Housing Accommoda te Community Develop Explanation Environment Foreign Guarantee Opportunity Persuade Recognise Temperatur e		
Links to learning and assessment points			
Outcomes	• To understand each stage of the water cycle and name the processes involved. • To identify key rivers in the United Kingdom and local rivers (Severn, Thames and Ouse). • To know rivers are physical features and start from a source. • To know & identify the basic features of a river: source, mouth, bend/meander, tributary & floodplain. • To understand key physical features such as rivers, mountains, coasts and hills.	• To locate Egypt & the Equator on a world map. • To name the continent in which Egypt is on & its capital city. • To understand that the climate zone of Egypt is a desert	• To locate South America & Brazil on a map. • To identify the Tropics & their direction. • To explain reasons behind people's choices to live in specific areas using appropriate geographical vocabulary, *e.g. transport links, greenbelt, population, effect…* • To name the key river of the Amazon and know its location. • To understand that the climate zone of the Amazon rainforest is tropical.

YEAR 6

	Autumn	Spring	Summer
Topic Title	**Made in China**	**Physical & Human changes**	**Time zones, land-use patterns and distribution of natural resources**
National Curriculum	Locate the world's countries, concentrating on their key physical and human characteristics, countries and major cities. Describe and understand key aspects of human geography, including the distribution of natural resources. **Human and physical geography**	Locate the world's countries, concentrating on their key physical and human characteristics, countries and major cities. Use six- figure grid references to build their knowledge of the wider world. **Human and physical geography**	Identify the position and significance of the Prime/Greenwich Meridian and time zones. Describe and understand key aspects of human geography, including the distribution of natural resources. Use maps, atlases, globes and digital/computer mapping to locate countries. **Human and physical geography**
Skills Progression and Assessment			
Substantive knowledge: locational Knowledge	• I can name and locate some countries in Asia and cities in China, detailing their physical and human characteristics. • I can understand what fair-trade means and basic information about an economy, importing and exporting.	• I can name and locate some European countries, detailing their physical and human characteristics. • I can identify land-use patterns & distribution of natural resources. • I can understand how some of these aspects have changed over time	• I can confidently name and locate some European countries, detailing their physical and human characteristics. • I can describe time zones.
Place knowledge	• I can explain some patterns in physical and human changes. • I can understand how China has developed into a leading economy and its influence in the world • I can describe how a change can lead to similarities between places.	• I can explain patterns in physical and human changes. • I can describe how a change can lead to similarities between places.	• I can confidently explain patterns in physical and human changes. • I can describe how change can lead to similarities between places.
Human & Physical Geography ***Name, explain and compare***	• I can begin to present the distribution of natural resources including energy, food, minerals and water. • I can discuss how economic activity including trade links across the world is affected by the distribution of natural resources.	• I can use my understanding of human geography to discuss how aspects such as land use changed during the war.	• I can confidently present the distribution of natural resources including energy, food, minerals and water. • I can confidently discuss how economic activity including trade links across the world is affected by the distribution of natural resources.
Disciplinary skills and fieldwork ***Observe, collect and present***	• I can begin to use 6 figure grid references. • I can give a conclusion using information. • I can begin to analyse some data about populations and places.	• I can use digital technologies to describe a map. • I can give an accurate conclusion using information. • I can analyse some data about populations and places.	• I can confidently use digital technologies to describe and create a map of resource sources worldwide. • I can confidently use 6 figure grid references to locate resource sources. • I can give accurate conclusions using information. • I can analyse data about populations and places.
Disciplinary tasks	• **Consider and present** the effects of urbanization in China. • Provide **conclusions** and **comparisons** of areas in terms of import and export links • **Create maps and sketches** to **analyse** and **link** the impact of global trade.	• Use grid references to **compare** York/ Escrick then & now • Provide **conclusions** to the **comparison** & outcomes, *e.g. fewer houses, smaller populations, increase in transport links…* • **Compare, link** and **present** findings on digital map representations **e. g. ancient, Wartime & now.** https://raidsoveryork.co.uk/	• **Present:** Explore the increased physical features the Industrial Revolution brought, e.g. railways. • **Compare & Present:** How did the land change? From agricultural to large scale industry. • **Present:** Map the rise of Coal Mines to meet the demand of distribution. • **Present:** The effect of coal mines & factories on towns etc. Layers of tracing paper, *e.g. mapping effect of coal mines on populations, industry etc*.
Key Vocabulary	Industrialization Digital/map Mapping Time zones Import/export Natural Resources Land use Trade links Economic Transport Distribution Population Conclusion Analyse Land use Change Data Achieve Available Community Convenience Develop Explanation Sufficient	Wartime Infrastructure Build Comparison Analyse Data Population Increase Decrease Change Ordinate Survey Transport Village Suburban Industrial Natural Resources Conclusion Similarities Change Population Achieve Available Community Convenience Develop Explanation Sufficient Vehicle	Industrialization Digital/map Mapping Time zones Import/export Trade links Economic Transport Natural Resources Water Energy Distribution Population Conclusion Analyse Land use Achieve Available Community Convenience Develop Explanation Hindrance Sufficient Vehicle