## Geography Subject Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Marvelllous Me/ Farms  Our Local Area - Chorley  Draw information from a simple map.  Explore the	Autumn 2  Bright Lights, Dark Nights  Diwali - India  Recognise some similarities and differences between life in this country and life in	Spring 1  Space/Chinese New Year  Chinese New Year - China  Recognise some similarities and differences between life in this	It's a Bug Life! Our local area  Explore the natural world around them (in particular school grounds).	Summer 1  Paddington's Travels/ If you go down to the woods  London, Capital City of England  Holiday. travels, adventure - Compare London	In the Beginning (Dinosaurs)  Life in the past - how the environment changed from life in Chorley now!
	natural world around them.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Understand some important processes and	other countries.  Recognise some environments that are different to the one in which they live  Explain some similarities and differences between life in this country and life in other countries,	country and life in other countries.  Recognise some environments that are different to the one in which they live  Explain some similarities and differences between life in this country and life in	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Understand some important processes and changes in the natural world	to Paddington's Native Peru.  What the deference between a huge city and a market town?  Look at physical and human features in a big city.	Recognise some environments that are different to the one in which they live  Know some similarities and differences between the natural world around them and contrasting environments,

change	es in the drawing on	other countries,	around them,	Draw information	drawing on their
natura	_	drawing on	including the	from a simple	experiences and
around	_	on knowledge from	seasons.	тар.	what has been read
includi		stories, non-fiction texts and (when appropriate) maps  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	seasons.  Understand some important processes and changes in the natural world around them, including the seasons. (Spring)	map.  Recognise some similarities and differences between life in this country and life in other countries (class walk into the local are I.e. Duxbury).  Recognise some environments that are different to the one in which they live  Explain some similarities and differences between life in this country and life in other countries, drawing on	what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons. (Summer)

			knowledge from stories, non-fiction texts and (when appropriate) maps Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	
Class 3	Chorley (Our local area and hometown	London (Capital City of England)	Around the World in Seven Weeks.	
(Yr1)	of Henry Tate)  Where is our school?	Can I locate London on a map and describe its location?	Can I name and locate the countries of the	

	What is our local area like? What is a		Can I identify and describe landmarks of London?	UK on a world map?  Can I name and	
	compass?		Can I use simple compass directions to navigate between London landmarks on a map?  Can I identify and describe a variety of geographical features in London?  What are the seasonal weather patterns in London?	locate the capital cities of the UK on a map?  Can I explain what a continent is?  Can I name the seven continents of the world?  Can I name the five oceans of the world?  Can I use simple compass directions to describe the United Kingdom?	
Class 4 (Yr1/2)	Topic - Continents and Oceans	Topic - Hot and cold areas of the World		Topic: Countries and capitals of the UK	Topic: UK Vs India (non European country)

How many	How are hot and		What countries	What do I know
continents	s are on cold countries		make up the UK?	about India?
planet Ear	th? different?		14/last and dama	M/hana ia Tradia?
I law many			What are some	Where is India?
How many			famous landmarks	What is it like to
are there:			in England?	live in India?
Where is	Europe?		How is Scotland	
			different to	
How are N			England?	
South Am			144	
different:	?		What is the	
What is it	: like in		landscape like in	
Africa?			Wales?	
			What is Ireland	
How are A			famous for?	
and Asian				
different:	?		What are	
			traditional foods	
			of the UK?	
			What countries	
			make up the UK	
			and what can I	
			remember about	
			them?	

Class 5	UK focus – Blackpool/Lytham	Looking After Our World	Non-European Country - Kenya
(Yr2)	Can I identify the different countries that make up the UK?  How can I distinguish between human and physical features?  Can I use directional language to describe the location of features on maps?	Where on Earth is it hot and where is it cold?  What is the climate like at the Equator?  What is special about a rainforest and why are humans threatening these environments?  How do I add detail to a map?  How do I create a map of the grounds?	Where is Kenya in the world?  What are the human and physical features in Kenya?  What is life like for people living in a Maasai village in Kenya?  How would my life be different if I lived in a Maasai village in Kenya?  What does a tourist go to Africa for?
Class 6 (Yr3)		Rivers  Can I follow the journey of rivers  Countries, counties and cities in Europe and the UK	Settlements (linked to Romans History topic)

	using maps and atlases?  What are the key features of rivers?  Can I name and locate the main rivers and seas of the UK?  Can I explain the water cycle?  Why are estuaries important?  Can I observe and draw a sketch of the river Yarrow using my knowledge of river vocabulary?  Can I iden similaritie difference the humai physical	settlers need?  What were the main Roman settlements and how were they connected?  How does a map help us to find out what a place is like?  How can we use a map to find out how long it will take to get somewhere?  How did the Romans live in Britain?  re?  Intify the es and es in
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				geography between Chorley and Formby?	
Class 7	Counties and Cities in the UK (inc human	Settlement and Land Use – trade	Rivers and mountains	Europe and Major Cities	
(Yr3/4)	and physical characteristics)  Can I name and locate the countries and cities of the UK?  Can I name and locate some counties around the UK?  Can I locate and identify towns and cities in the UK?  Can I find out about the coasts and seas of the UK?	links  Am I able to explain what early settlers needed?  Can I explain why settlements develop in different locations?  Am I able to use maps to identify settlements?  Can I compare land use in different settlements?	(Cuerden Valley, Snowdon)  What are the key features of rivers?  Why are rivers important?  What causes river pollution and what effect does this have on the environment?  What is the landscape of a mountain like?  Can I locate the highest peaks in	Similarities and differences between UK (Scotland -geology) and a region of a European country (linked to Eurovision winning country)  Can I locate Europe on a world map and find out its features?  Can I locate and identify countries in Europe?  Am I able to identify European countries	

	Can I name and locate areas of high ground in the UK?	How are settlements linked?  Can I create a map of a settlement?	each continent using a map?  How are mountains formed?	according to their features?  Can I identify the major capital cities of Europe?  Can I compare two European capital cities?  Can I find out about the human and physical features of a European country?	
Class 8 (Yr4)	Land of Hope and Glory (Great Britain)  What is the United Kingdom?  What are the names of the capital cities of the countries in the UK?		North America (Las Vegas)  Do I know the continents in the world and the countries which make up North America?		The Water Cycle  Can I explain water in the three states of matter?  Can I explain that evaporation happens when liquid water turns into water vapour gas?

	m I able to locate	Can I explain that
and		
	nd ask questions	condensation
abo	bout Las Vegas?	happens when
about Car und the war Veg Do the diff bed and Do whe from mon	an I show my Inderstanding of The need to save The need t	happens when water turns from a liquid into water vapour gas?  Can I explain how clouds and rain are formed?  Can I explain where condensation and evaporation happen in the water cycle?  Can I explain how water changes during the water cycle?  Can I explain how and why drinking water is cleaned?  Can I explain the causes and effects
	un the wear	Can I show my understanding of the need to save water in Las Vegas?  Do I understand the physical differences between Chorley and Las Vegas?  Do I understand where things come from and how money is shared out?

				Do I understand the causes and effects of water pollution?
Class 9+10	Industrial Revolution		Volcanoes and	South America
	Can I name and		Earthquakes	(Brazil)
(Yr5)	locate cities and		What is the	Where is South
	countries in the		Earth made of?	America located in
	United Kingdom?		What is a volcano	the world?
	Can I use symbols		and where can	Which countries
	and keys to build		they be found?	and capital cities
	my knowledge of the United		How are volcanoes formed?	make up South America?
	Kingdom?  Can I describe and understand key aspects of physical		What are the features of a volcanic eruption?	What is the climate and weather like in South America and why might it differ
	and human		What are	between countries?
	geography?  Can I use a 4  figure grid		earthquakes and how are they formed?	What are the physical features of countries in
	reference to build		Can I locate the	South America?
	my knowledge of		world's biggest	

	the United Kingdom?  Can I develop my views and attitudes to critically evaluate responses to local geographical issues?			earthquakes using latitude and longitude?	What are the major tourist attractions in Brazil? What are the main similarities and differences between South America and the UK?
Class 11+12 (Yr6)		Catalonia Region - Bar Do I understand the world?  Why do countries in have a different tim  Can I use maps, atlas digital/computer ma countries and descri studied?  How is the climate d to other places I have	features of the the same continent e? ses, globes, and pping to locate be features ifferent in Catalonia		Local Fieldwork Study.  Have local land change uses been positive or negative?  Where is the local area positioned in the NW of England?

	How is the geography of Catalonia different to other areas I have studied?  What information can I find out from a key?	Can I use OS maps to lead a walk around Rivington?
	How can I precisely locate a feature on a map?  Can I use 6 figure grid references to show the different forms of land use in Catalonia?	What geographical observations can I make about changing land use in the local area?
	Can I present information electronically?	Can I create a sketch map of Rivington?
		Can I identify several types of land use in the local area, and how these have changed?

		Can I explain the positives and
		negatives of local
		land use?

	EYFS	Class 3 (Yr1)	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9+10	Class 11+12
			(Yr1/2)	(Yr2)	(Yr3)	(Yr3/4)	(Yr4)	(Yr5)	(Yr6)
			Ongoing unit:						
			Human and						
			Physical Geography						
			Identify seasonal and						
			daily weather						
			patterns in the United						
			Kingdom						
Autumn 1	Substantive	Substantive	Substantive	Substantive		Substantive	Substantive	Substantive	
	Concept	Concept	Concept	<b>Concept</b>		Concept	Concept	Concept	
	Land use	Land use	Weather	Landmarks		Landmarks	Landmarks	Land use	

<u>Topic</u>	<u>Topic</u>	<u>Topic</u>	<u>Topic</u>	<u>Topic</u>	<u>Topic</u>	<u>Topic</u>	
Marvelllous Me/ Farms	Chorley	Continents and Oceans	UK -Blackpool or Lytham	Counties and cities in the	Land of Hope and Glory	Industrial Revolution	
Developme Matters a ELG  Draw informatio from a sim map.  Explore th natural wo	Question What is my local area like?  NC Place Knowledge: Understand geographical	and Oceans  Question  Where in the world is?  NC  Locational Knowledge:  Name and locate the		UK  Question  What makes the United Kingdom?  NC  Locational knowledge	•	Revolution  Question  What was so revolutionary about The Industrial Revolution?  NC  Locational knowledge:	
around the Describe their immediate environmen using knowledge from observatio discussion, stories, no fiction tex and maps. Understan some	and differences through studying the human and physical geography of a small area of the United Kingdom.  Geographical skills and	world's seven continents and five oceans  Geographical skills and fieldwork:  Use world maps, atlases and globes to identify continents and oceans studied at	and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Human and physical Geography:	Name and locate counties and cities of the United Kingdom, and geographical regions identifying human and physical characteristics, key topographical features (including hills, mountains,	locate counties and cities of the United Kingdom, geographical regions identifying human and physical characteristi cs, key topographical features (including hills,	Name and locate counties and cities of the United Kingdom and geographical regions identifying land-use patterns  Geographical skills and Fieldwork:	

importa	nt observational	this key	Use basic	coasts and	mountains,	Use four	
process	es and skills to study	stage.	geographical	rivers)	coasts and	figure grid	
changes	in the		vocabulary to		rivers.	references,	
the natu	ıral geography of	<u>Key</u>	refer to:	Geographical		symbols and	
world ar	round their school	<u>Vocabulary</u>		skills and	Human and	key	
them,	and its	Continent,	Key human	fieldwork	physical	(including	
including	g the grounds.	Europe,	features,	Use the eight	Geography:	the use of	
seasons		North	including:	points of a	Describe and	Ordnance	
(Summe	r) Geographical	America,	city, town,	compass and	understand	Survey	
Va	skills and	South	village,	4 figure grid	key aspects	maps) to	
<u>Key</u> Vocabul	Fieldwork:	America,	factory, farm, house,	references to	of human	build their	
Vocabul	Use simple	Asia, Africa,	office, port,	build their	geography,	knowledge	
fields, r		Antarctica,	harbour and	knowledge of	including:	of the	
fence,	observational	Australia,	shop	the United	economic	United	
roundab		0	ЗПОР	Kingdom and	activity including	Kingdom and	
canal	the	Oceans -	key physical	the wider world.	trade.	the wider	
	geography of	Pacific,	features,	woria.	ii dde.	world.	
	their school	Indian, Arctic,	including:		Geographical		
	and its	Atlantic,	beach, cliff,	<u>Key</u>	skills and	<u>Key</u>	
	grounds.	Southern	coast, forest,	<u>Vocabulary</u>	fieldwork:	Vocabulary	
		Southern	hill, mountain,	UK counties	Use maps,		
	Use aerial		sea, ocean,	and cities	atlases,	UK land use	
	photographs		river, soil,	and crites	globes and	patterns	
	and plan		valley,		digital/compu		
	perspectives		vegetation,	<b>.</b>	ter mapping	Four figure	
	to recognise landmarks		season and	Directional	to locate	grid	
	and basic		weather	language:	countries.	references	
	human and					within the UK	
	numan and				Use four	and wider	
					figure grid	world	

physical features.  Key Vocabulary school, home, address, compass, directions, position, NESW, A6, Yarrow river, near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, houses, flats, garage, factory, leisure, playground, park, human, physical	Geographical skills and fieldwork:  Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  Use simple fieldwork and observational skills to identify the key human and physical features of the surrounding environment of their	8 point compass directions Four figure grid references within the UK  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 and plans.  Key Vocabulary Economic activity inc trade links	
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school and its	
grounds.	customer,
	employment,
<u>Key</u>	export,
Vocabulary	factory, fair
UK countries	trade,
(and capital	growth,
cities)	import, jobs,
England	organic, shop,
(London),	tourism,
Scotland	trade, wages
(Edinburgh),	Nimonational
Ireland	Directional
(Dublin),	language:
Wales	Four figure
(Cardiff)	grid
	references
Surrounding	within the UK
Seas -	and wider
English	world
Channel, Irish	h
Sea, North	
Sea, Celtic	
Sea Sea	
Use	
locational	
and	
directional	
language [for	
example, near	

			and far; left and right], to describe the location of features and routes on a map  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			
Autumn 2	Substantive Concept  Weather  Topic  Bright Lights, Dark Nights	Substantive Concept Weather  Topic Hot and cold areas of the world		Substantive Concept Land use Topic Settlements Question		

<u>Development</u>	Question	Why are		
Matters and		settlements		
<u>ELG</u>	Would you	different?		
	prefer to live			
Recognise	on snow or	NC NC		
some	sand?	Human and		
similarities	NC NC	physical		
and	140	geography		
differences	Human and	Describe and		
between life	Physical	understand		
in this	Geography:	key aspects		
country and	<b>-</b> 1	of:		
life in other	Identify the	Human		
countries.	location of	geography,		
Danamida	hot and cold	including:		
Recognise	areas of the	types of		
some environments	world in	settlement		
	relation to	and land use		
that are	the Equator	and economic		
different to	and the	activity		
the one in	North and	including trade links		
which they	South Poles	Trade links		
live	Human and			
Explain some	physical	Key		
similarities	Geography:	Vocabulary		
and	Geography:			
differences	Key physical	Economic		
between life	features,	activity inc		
in this	including:	trade links		
country and	beach, cliff,			
country and	coast, forest,			

life in other	hill, r	mountain,	crops,		
countries,	sea,	ocean,	customer,		
drawing on	river	r, soil,	employment,		
knowledge	valley	у,	factory, jobs,		
from stories,	vege.	tation,	trade		
non-fiction	seaso	on and			
texts and	weat	her			
(when appropriate) maps	skills	graphical s and work:			
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important	Use so compositive (Normal South and Normal South and Normal South and South	simple bass ctions th, h, East West) ocational ctional uage [for nple, near far; left right], to ribe the cion of ures and es on a			

processes and	<u>Key</u>		
changes in	Vocabulary		
the natural			
world around	Key physical		
them,	features,		
including the	including:		
seasons.	beach, cliff, coast, forest,		
	hill, mountain,		
Understand	sea, ocean,		
some	river, soil,		
important	valley,		
processes and	vegetation,		
changes in	season and		
the natural	weather		
world around			
them,	Use simple		
including the	compass		
seasons.	directions		
(Winter)	(North,		
<u>Key</u>	South, East and		
<u>Vocabulary</u>	West) and		
<u>vocabulary</u>	locational		
Astley Hall,	and		
Taj Mahal,	directional		
sand, hot,	language [for		
season,	example, near		
weather	and far; left		
	and right], to		
	describe the		
	location of		
	features and		

		routes on a map			
Topic  Space/Chines e New Year  Development Matters and ELG  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live	Substantive Concept  Landmarks  Topic  London (Capital City of England)  Question  Why is London the capital city of England?  NC  Locational Knowledge:  Name, locate and identify characteristi cs of the 4 countries and				Substantive Concept  Weather, Land use  Topic  Catalonia region - Barcelona  Question  Should Catalonia have autonomy from Spain?  NC  Locational knowledge:  Using latitude and longitude, identify the position and significance of

Expl	lain some	capital cities				the
simil	larities	of the UK.				Prime/Greenwi
and		Diana				ch Meridian
diff	erences	Place				and time zones
betv	ween life	Knowledge: Understand				(including day
in th	his					and night)
coun	ntry and	geographical similarities				Locate the
life	in other	and				world's
coun	ntries,	differences				countries,
	wing on	through				using maps
	wledge	studying the				(including the
	m stories,	human and				location of
	-fiction	physical				Russia)
	ts and	geography of				concentrating
(whe		a small area				on their
1 ''	ropriate)	of the United				environmental
maps	S	Kingdom				regions
Knov	w some					-
	larities	Human and				Place
and		Physical				knowledge:
diff	erences	Geography:				Understand
betv	ween the	Use basic				geographical
natu	ıral world	geographical				similarities
arou	and them	vocabulary to				and
and		refer to: Key				differences
cont	trasting	physical				through the
envi	ronments,	features,				study of
drav	wing on	including				human and
thei	ir	beach, cliff,				physical
		coast, forest,				1 /

experiences	hill, mountain,				geography of a
and what has	sea, ocean,				region in a
been read in	river, soil,				European
class.	valley,				country
ciuss.	valley, vegetation,				(including
<u>Key</u>					_
Vocabulary	season and				Russia)
<u> </u>	weather.				Geographical
town, roof,					skills and
house, land,	Geographical				fieldwork:
	skills and				,
	Fieldwork:				Use maps,
	Use simple				atlases,
	compass				globes and
	directions				digital/compu
	(North,				ter mapping
	South, East				to locate
	and West) to				countries and
	describe the				describe
	location of				features
	features and				studied.
	routes on a				
	map.				Use six-figure
	Use aerial				grid
					references,
	photographs				symbols and
	and plan				key (including
	perspectives				the use of
	to recognise				Ordnance
	landmarks				Survey maps)
	and basic				to build their
	human and				

physical features.  Key Vocabulary  Physical features - beach, cliff, coast, forest, hill, mountain,
Key Vocabulary  Physical features - beach, cliff, coast, forest, hill mountain
Key Vocabulary  Physical features - beach, cliff, coast, forest, hill mountain
Key   Vocabulary   World   Key   Vocabulary   Vocabulary   Vocabulary   Vocabulary   Catalonia, coast, forest, hill mountain   hill mountain
Physical features - beach, cliff, coast, forest, hill mountain
Physical features - beach, cliff, coast, forest, hill mountain
Physical features - beach, cliff, coast, forest, hill mountain
features - beach, cliff, coast, forest, bill mountain
beach, cliff, coast, forest, hill mountain
coast, forest,
hill mountain
MOCIONE
sea, ocean,
i i i i i i i i i i i i i i i i i i i
valley, vegetation,
season, forest zone,
weather the steppe o
Seasonal, plains zone,
daily weather arid zone and
patterns - the mountain
Continu
Spring, Summer,
Autumn, European
Winter, cloud, countries,
cold, dry,
front hot ico
rain puddle Date Line,
snow. Prime
sunshine, meridian,
temperature, Greenwich
UK, wet, wind meridian, tim
zones,

		Positional directions:  Up, down, left, right, under, around.  Compass directions: North, South, East West					
Spring 2	Substantive Concept		Substantive Concept	Substantive Concept	Substantive Concept	Substantive Concept	
	Weather		<mark>Mother</mark>	Mother	<b>Weather</b>	Land use	
	Торіс		Nature's destruction	Nature's destruction	<u>Topic</u>	<u>Topic</u>	
	It's a Bug Life!		<u>Topic</u>	<u>Topic</u>	Rivers and mountains	Land of the free	
	Development Matters and		Looking after our world	Rivers	Question	(America)  Question	
	ELG		Question	Question	Where does a river come	What is the	
	Explore the natural world		Should we look after our	How is water from millions of years ago	from?	land of the free?	
	around them.		world?				

Describe	NC NC	still being	Locational	NC	
their		used today?	knowledge:		
immediate	Human and	NG	Talanai Contain	Locational	
environment	Physical	<u>NC</u>	Identify the	knowledge:	
using	Geography	Human and	position and	Locate the	
knowledge	Identify the	physical	significance	world's	
from	location of	geography	of the	countries and	
observation,	hot and cold	Describe and	Northern	(some major	
discussion,	areas of the	understand	Hemisphere,	cities), using	
stories, non-	world in	key aspects	Southern	maps to focus	
fiction texts	relation to	of:	Hemisphere,	on North	
and maps.	the Equator	Physical	the Tropics of Cancer and	America (Las	
Understand	and the	geography, including the		Vegas).	
	North and	water cycle,	Capricorn including		
some	South Poles.	rivers and	latitude,	Place	
important processes and		mountains.	longitude.	knowledge:	
changes in	Geographical		longitude.	Understand	
the natural	skills and	Geographical	Human and	geographical	
world around	fieldwork:	skills and	physical	similarities	
them,	Use aerial	fieldwork	Geography:	and	
including the	photographs	Use fieldwork	S 11 1	differences	
seasons.	and plan	to observe,	Describe and	through the	
seusons.	perspectives	measure, record and	understand	study of	
Understand	to devise a	present the	key aspects	human and	
some	simple map;	human and	of: Physical	physical	
important	and use and	physical	geography,	geography of	
processes and	construct	features in	including:	a region in a	
changes in	basic symbols	the local area	rivers and	European	
the natural	in a key.	using sketch	mountains.	country, and	
world around	,-			a region	

them,	Key	maps and	Geographical	within North	
including the	Vocabulary	plans.	skills and	America	
			skills and fieldwork:  Use maps, atlases, globes and digital/computer mapping to locate countries.  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.  Key Vocabulary	Use maps, atlases, globes and digital/comp uter mapping to locate countries.  Key Vocabulary	

			World	World	
			countries and	countries and	
			major cities	major cities	
			Northern	North	
			Hemisphere,	America -	
			Southern	human and	
			Hemisphere,	physical	
			Tropics of	characteristi	
			Cancer and	cs, land use	
			Capricorn,	patterns	
			Latitude,	<b>-</b> .	
			Longitude	Economic	
			<b>5</b>	activity inc	
			Rivers/mount	<mark>trade links</mark>	
			ains	crops,	
			bed, bank,	customer,	
			channel,	employment,	
			current,	export,	
			erosion,	factory, fair	
			flood,	trade,	
			meander,	growth,	
			mouth,	import, jobs,	
			source,	organic, shop,	
			tributary,	tourism,	
			valley,	trade, wages	
			.307,	aas, wages	

Summer 1	Substantive	Substantive	<u>Substantive</u>	Substantive	Substantive	Substantive	
	<b>Concept</b>	Concept	<b>Concept</b>	Concept	<b>Concept</b>	Concept	
	<b>Landmarks</b>	Land use	Landmarks	Land use	Landmarks, Weather	Mother Nature's	
	<u>Topic</u>		Topic	<u>Topic</u>	<u>Topic</u> Europe and	destruction	
	Paddington's	<u>Topic</u>	Countries and	Countries,	Major Cities	Торіс	
	Travels	What a	capitals of	counties and	Similarities	<u>10pic</u>	
	Development	wonderful	the UK	cities in	and	Volcanoes and	
	Matters and	world	Question	Europe and the UK	differences	Earthquakes	
	ELG			THE UK	between UK and a region	Question	
	<b>N</b>	Question	Why don't	Question	of a European		
	Draw information	What would I	the English wear kilts?		country	Why are	
	from a simple	see on my	wear kiris?		,	there no	
	map.	journey	<u>NC</u>	<u>NC</u>	O	volcanoes in	
	map.	around the	Locational	Locational	Question	England?	
	Recognise	world?	Knowledge:	Knowledge:	How is the	<u>NC</u>	
	some	NC	Knowledge:	Locate the	UK unique if	1	
	similarities	1.40	Name, locate	world's	we're part of	Locational	
	and	Locational	and identify	countries,	Europe?	knowledge: Identify the	
	differences between life	Knowledge:	characteristi	using maps to	NC	significance	
	in this	Name and	cs of the	focus on	140	of latitude	
	country and	locate the	four	Europe.	Locational	and longitude.	
	life in other	world's seven continents	countries and	Name and	knowledge		
	countries.	and five	capital cities of the United	locate	Locate the world's	Human and	
		oceans	Kingdom and	counties and	countries,	physical	
	Recognise	Ceurs	its	cities of the United	using maps to	Geography:	
	some			Kingdom	focus on		
	environments			i.i.igaoiii			

th	hat are	Geographical	surrounding	Identify the	Europe and	Describe and	
	ifferent to	skills and	seas.	position and	major cities.	understand	
	he one in	Fieldwork:	seus.	significance		key aspects	
	hich they	Use world	Geographical	of the	Identify the	of: Physical	
liv	,	maps to	skills and	Equator,	position and	geography,	
""	ve	identify the	Fieldwork:	Arctic and	significance	including	
Ex	xplain some	United	Use world	Antarctic	of the	•	
sii	imilarities	Kingdom and	maps, atlases	Circle.	Equator,	volcanoes and	
an	nd	its countries	and globes to		Arctic and	earthquakes	
di	ifferences		identify the	81	Antarctic	<b>6</b>	
be	etween life	Use simple	United	Place	Circle.	Describe and	
	this	compass	Kingdom and	Knowledge:		understand	
	ountry and	directions	its countries,	Understand	Identify the	key aspects	
	fe in other	(North,		geographical	position and	of: Human	
•	ountries,	South, East	Use simple	similarities	significance	geography,	
	rawing on	and West) to describe the	compass	and	of the Northern	including: the	
	nowledge	location of	directions	differences	Hemisphere,	distribution	
	rom stories,	features and	(North,	through the	Southern	of food,	
	on-fiction	routes on a	South, East	study of	Hemisphere,	minerals, and	
	exts and	map.	and West)	human and	the Tropics	water	
	vhen		and locational	physical	of Cancer,	Geographical	
'	ppropriate)		and	geography of	and	skills and	
	aps	<u>Key</u>	directional	a region of	Capricorn.	fieldwork:	
	iup3	Vocabulary	language [for	the United	•		
Kr	now some	Continent -	example, near	Kingdom	Place	Use maps,	
Sil	imilarities	Europe, Asia,	and far; left	(Lancashire)	knowledge	atlases,	
an	nd	North	and right], to	(Lancashire)	Understand	globes and	
di	ifferences	America,	describe the	Geographical	geographical	digital/compu	
be	etween the	South	location of	skills and	similarities	ter mapping	
na	atural world	America,	features and	fieldwork:	and	to locate	
	round them	Africa,			differences	countries and	
		·•			through the		

and	Antarctica,	routes on a	Use maps and	study of	describe	
contrasting	Australia	map	globes to	human and	features	
environments,	Oceans -	,	locate	physical	studied	
drawing on	Pacific, India	Use simple	countries.	geography of		
their	n, Arctic,	fieldwork and		a region of		
experiences	Atlantic,	observational	<u>Key</u>	the United	<u>Key</u>	
and what has	Southern.	skills to study	<u>Vocabulary</u>	Kingdom and	Vocabulary	
been read in		the	111/	a region in a	1 -4:4	
class.		geography of	UK counties	European	Latitude,	
Cluss.		their school	and cities	country.	Longitude	
		and its	(NW)			
		grounds and	European	Geographical	Volcanoes	
<u>Key</u>		the key	countries	skills and	and	
Vocabulary		human and		fieldwork	earthquakes:	
map, jungle,		physical	Equator,	Use maps,	core, crust,	
Big Ben,		features of	Arctic Circle,	globes,	earthquake,	
Tower of		its	Antarctic	atlases	lava, magma,	
London,		surrounding	Circle	digital/compu	mountain,	
Tower		environment.	Directional	ter mapping	pressure,	
Bridge,				to locate	Richter scale,	
Buckingham			language:	countries	tectonic	
Palace			8 point	Use a wider	plates,	
ruiuce		<u>Key</u>	compass	range of maps	tremors,	
		<u>Vocabulary</u>	directions -	(including		
		UK countries	North, North	digital),		
		(and capital	East, North	atlases and		
		cities)	West, East,	globes to		
		England	West, South,	locate		
		(London),	South East,	countries.		
		Scotland	South West			
		(Edinburgh),	Jouin West			
		(Lamburgh),				

		Near, far, left, right					
Summer2	Substantive	Substantive	Substantive	Substantive	Substantive	Substantive	Substantive
	Concept	Concept	Concept	Concept	Concept	Concept	Concept
	Land use	<b>Mother</b>	<b>Mother</b>	Land use	Weather	Weather	Land use
	<u>Topic</u>	Nature's destruction	Nature's destruction	<u>Topic</u>	<b>Topic</b>	Landmarks	Topic
	In the	Topic	<u>Topic</u>	Settlements	The Water	<u>Topic</u>	Local
	Beginning	<u>Topic</u> India		Question	Cycle	South	Fieldwork Study
	<u>Development</u>	India	Kenya	How can I	<b>Question</b>	America	Question
	Matters and	Question	Question	spot Roman	How does	(Brazil)	Have local land
	<u>ELG</u>	Would you	How would my	settlements	water get	Question	change uses
	Recognise	rather have a	life be	on my	into my tap?	How is life	been positive
	some	house in	different if I	travels?	NC	different in	or negative?
	environments that are	Chorley or	lived in	NC		Brazil?	<u>NC</u>
	different to	Chembakoli?	Kenya?	Locational	Human and Physical	NG	Locational
	the one in	<u>NC</u>	NC	knowledge:	Geography	<u>NC</u>	knowledge:
	which they	Place	Place			<u>Locational</u>	
	live	Knowledge:	Knowledge:	Locate the	Describe and	knowledge:	Name and locate
	Know some			world's	understand	Locate the	Geographical
	similarities	Understand	Understand	countries,	key aspects	world's	regions of the
	Jiiiiiui TTE3	geographical	geographical	using maps to	of: Physical		regions of the

	and	similarities	similarities	focus on	<mark>geography,</mark>	countries	UK including
	differences	and	and	Europe.	including the	using maps to	Human and
	between the	differences	differences	16	water cycle	focus on	Physical
	natural world	through	through	Human and	Cara makind	South	Characteristic
	around them	studying the	studying the	physical	Geographical skills and	America,	s and land use
	and	human and	human and	Geography:	fieldwork:	concentrating	patterns.
	contrasting	physical	physical	Describe and	Helawork:	on their	Human and
	environments,	geography of	geography of	understand	<mark>Use fieldwork</mark>	environmental	physical
	drawing on	a small area	a small area	key aspects	to observe,	regions, key	Geography:
	their	in a	in a	of:	<mark>measure,</mark>	physical and	Describe and
	experiences	contrasting	contrasting		record and	human	
	and what has	non-European	non-European	Human	present the	characteristi	understand
	been read in	country	country	geography,	<mark>human and</mark>	cs, countries,	key aspects of:
	class.	(India)	(Kenya)	including	<mark>physical</mark>	and major	01.
	Understand	Human and	Casamamhiaal	types of	<mark>features in</mark>	cities.	Human
		physical	Geographical skills and	settlement	the local area	Place	geography,
	some important	geography:	fieldwork:	and land use.	<mark>using sketch</mark>	knowledge:	including types
	processes and	geography.	Heldwork.	Key	<mark>maps.</mark>	knowledge.	of land use,
	changes in	Use basic	Use world	Vocabulary	<mark>Key</mark>	Understand	economic
	the natural	geographical	maps, atlases,		<u>Key</u> Vocabulary	geographical	activity,
	world around	vocabulary to	and globes to	Land use and	vocabulary	similarities	including trade
	them,	refer to:	identify the	settlements	Atmosphere,	and	links and the
	including the	V I	countries,	deforestation	condensation,	differences	distribution of
	seasons.	Key human	continents	, hamlet,	evaporation,	through the	natural
	(Summer)	features,	and oceans	industrial,	<mark>precipitation</mark> ,	study of	resources
	(Summer)	including city,	studied at	land-use,	<mark>surface run</mark>	human and	including
	Key	town, village,	this key	national,	<mark>off, water-</mark>	physical	energy, food,
	<u>Vocabulary</u>	factory,	stage.	population,	<mark>cycle</mark>	geography of	minerals and
		farm, house,		rural,		a region	water
		office, port,		settlement			
L	I						

Vol	Icano,	harbour and	<u>Key</u>		within South	
fos	ssil, leaves,	shop	<u>Vocabulary</u>		America.	
roc	cks, caves	11. 1. 2				Geographical
		Use basic	Contrasting		Human and	skills and
		geographical	areas		physical	fieldwork.
		vocabulary to	(Agriculture,		geography:	Use the 6
		refer to:	business,		Describe the	figure grid
		Key physical	detached,		key aspects	references,
		features,	house, flats,		of physical	symbols and
		including:	high street,		geography	key including
		beach, cliff,	port, rainfall,		including	the use of
		coast, forest,	semi-		climate	paper, and
		hill, mountain,	detached,		zones,	digital OS
		sea, ocean,	terraced,		biomes, and	maps to build
		river, soil,	urban)		· ·	their
		valley,	(Decemt		vegetation belts.	knowledge of
		, .	(Desert, rainfall, soil,		Dells.	the UK.
		vegetation, season and			Geographical	THE UK.
		weather	climate,		skills and	Use fieldwork
		weather	cloud,		fieldwork:	to observe,
		Geographical	dry/drier,			measure and
		skills and	frost, ice,		Use maps,	record the
		fieldwork:	rain, puddle,		atlases,	human physical
			snow,		globes and	features of
		Use aerial	sunshine,		digital/compu	the local area
		photographs	temperature,		ter mapping	using a range
		and plan	UK,		to locate	of measures
		perspectives	wet/wetter,		countries and	including
		to recognise	wind)		describe	sketch maps.
		landmarks				onoren maps.
		and basic				

human and	features	Consolidate
physical	studied.	knowledge of 8
features,	Jidaica.	points of a
devise a	Use six	•
	figure grid	compass.
simple map	references,	<u>Key</u>
and use and	symbols, and	Vocabulary
construct	key (including	•
basic symbols	the use of	OS maps. Grid
in a key.	Ordnance	references,
Key	Survey maps)	OS maps,
Vocabulary	to build their	footpath,
y occupation y	knowledge of	railways
Key physical	the wider	station,
features,	world.	canal/river,
including	woria.	reservoir,
beach, cliff,	Key	scale
coast,	Vocabulary	
forest, hill,	•	
mountain,	South	
sea, ocean,	America-	
river, soil,	human and	
valley,	physical	
vegetation,	characteristi	
season and	cs,	
weather	al:	
weather	Climate,	
	environm	
	ental	
Key human	region,	
features,	fertile,	
including	tropical	

		city, town, village, factory, farm, house, office, port, harbour, and shop	of Year Expec	tations	vego n be Six figu grid referen	re
	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 1	Name and locate some places in their locality, the UK and wider world.	Describe some places and features using basic geographical vocabulary.	Ask and answer simple geographical questions.	Observe and describe daily weather patterns.	Use a range of sources such as simple maps, globes, atlases, and images.	Use maps and other images to talk about everyday life e.g. where they live,

		Express their views on some features of their environment e.g. what they do or do not like	Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Use simple fieldwork and observational skills when studying the geography of their school	Know that symbols mean something on maps	journeys to school etc.  Draw, speak or write about simple geographical concepts such as what they see where.
Year 2	Name and locate significant places in their locality, the UK and wider world.	Describe places and features using simple geographical vocabulary.  Make observations about features that give places their character	Ask and answer simple geographical questions when investigating different places and environments.  Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Identify seasonal and daily weather patterns.  Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.  Use simple compass directions as well as locational and directional language when describing features and routes.	Express views about the environment and can recognise how people sometimes affect the environment.  Create their own simple maps and symbols.
Year 3	Name and locate a wider range of	Use geographical language to describe	Ask and answer more searching	Observe, record, and name geographical	Use a range of sources including	Express their opinions on environmental

	places in their	some aspects of	geographical	features in their	digital maps, atlases,	issues and recognise
	locality, the UK and	human and physical	questions when	local environments.	globes and satellite	how people can affect
	wider world.	features and	investigating		images to research	the environment both
		patterns.	different places and		and present	positively and
			environments.		geographical	negatively.
					information.	
		Make observations				
		about places and	Identify similarities,			Communicate
		features that	differences and		Use the eight	geographical
		change over time.	patterns when		compass points and	information through a
			comparing places and		recognise some	range of methods
			features.		Ordnance Survey	including the use of
					symbols on maps	ICT.
Year 4	Name and locate a	Use geographical	Ask and respond to	Observe, record, and	Use a range of	Express their opinions
	wider range of	language to identify	more searching	explain physical and	sources including	on environmental
	places in their	and explain some	geographical	human features of	digital and Ordnance	issues and recognise
	locality, the UK and	aspects of human	questions including	the environment.	Survey maps,	that other people may
	wider world including	and physical	'how?' and 'why?'		atlases, globes and	think differently.
	some globally	features and			satellite images to	
	significant features	patterns.			research	
			Identify and		geographical	Communicate
			describe similarities,		information.	geographical
		Describe how	differences and			information through a
		features and places	patterns when			range of methods
		change and the links	investigating		Recognise Ordnance	including digital maps,
		between people and	different places,		Survey symbols on	plans, graphs and
		environments.	environments and		maps and locate	presentations.
I			people		features using four-	

					figure grid references.	
Year 5	Name and locate an increasing range of places in the world including globally and topically significant features and events	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.  Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?  Recognise geographical issues affecting people in different places and environments.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of maps and other sources of geographical information and select the most appropriate for a task.  Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.  Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information
Year 6	Name and locate an extensive range of places in the world including globally and	Recognise patterns in human and physical features and understand some of the conditions, processes or	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from	Interpret a wider range of geographical information and maps including scale, projections,	Develop their views and attitudes to critically evaluate responses to local geographical issues or

	topically significant features and events.	changes which influence these	to change in the future?	fieldwork observations, measurements and	thematic, and digital maps.	global issues and events.
		explain some links and interactions between people, places and environments.	Make predictions and test simple hypotheses about people, places and geographical issues.	measurements and recordings.	Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	Communicate geographical information using a wide range of methods including writing at increasing length.
		KLIPs to show	progression of	Geography ski	ills	
Napping	EYFS	KEY STAGE 1		YEARS 3 AND	4 Y	EARS 5 AND 6

#### Development Matters

- Messy maps.
- Jigsaw globes.
- Own
   drawings
   to
   represen
   t familiar
   places.
- Junk
   modelling
   of
   landmark
   s.
- Treasure maps to show that maps have a purpose.
- Map of the classroo m (drawings , loose parts).
  BeeBots.

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Follow a route on a map starting with a picture map of the school.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.
- Know which direction is North on an OS map.
- Draw a simple map e.g. of a garden, route map, place in a story.
- •Use and construct basic symbols in a map key.
- $\blacksquare$  Know that symbols mean something on maps.
- Find a given OS symbol on a map with support
- Begin to realise why maps need a key.
- Look down on objects and make a plan e.g. of the classroom or playground.

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Make and use simple route maps.
- Recognise patterns on maps and begin to explain what they show.
- Use the index and contents page of atlases.
- Label maps with titles to show their purpose
- Recognise that contours show height and slope.
- Use 4 figure coordinates to locate features on maps.
- Create maps of small areas with features in the correct place.
- Use plan views.
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.
- Make a simple scaled drawing e.g. of the classroom.
- Use a scale bar to calculate some distances
   Relate measurement on large scale maps to
   measurements outside.

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.
- Choose the most appropriate map/globe for a specific purpose.
- Follow routes on maps describing what can be seen.
- Interpret and use thematic maps.
- Understand that purpose, scale, symbols and style are related.
- Recognise different map projections.
- Identify, describe and interpret relief features on OS maps.
- Use six figure coordinates.
- Use latitude/longitude in a globe or atlas.
- Create sketch maps using symbols and a key.
- Use a wider range of OS symbols including 1:50K symbols.

				<ul> <li>Know that different scale OS maps use some different symbols.</li> <li>Use models and maps to discuss land shape i.e. contours and slopes.</li> <li>Use the scale bar on maps.</li> <li>Read and compare map scales.</li> <li>Draw measured plans.</li> </ul>
Fieldwork	Development Matters  Visit to local area. Walk around the school grounds. Follow direction al language I.e. up, down, through. Pictures on iPads.	<ul> <li>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</li> <li>Use simple compass directions (NSEW).</li> <li>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> <li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<ul> <li>Use the eight points of a compass.</li> <li>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>Make links between features observed in the environment to those on maps and aerial photos.</li> </ul>	<ul> <li>Use eight cardinal points to give directions and instructions.</li> <li>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> <li>Interpret data collected and present the information in a variety of ways including charts and graphs.</li> </ul>

Enquiry and investigation	Development Matters  Collect natural objects. Discuss what they can see, hear, feel. Bugs in the classroo m.	Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'  Investigate through observation and description.  Recognise differences between their own and others' lives.	<ul> <li>Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes</li> <li>Make comparisons with their own lives and their own situation.</li> <li>Show increasing empathy and describe similarities as well as differences.</li> </ul>	<ul> <li>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li> <li>Make predictions and test simple hypotheses about people and places.</li> </ul>
Communication	Development Matters  • Draw/ma ke pictures of what they've seen. • Give their friends instructi ons when using the BeeBots.	<ul> <li>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>Notice and describe patterns.</li> <li>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</li> <li>Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</li> <li>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> </ul>	<ul> <li>Identify and describe geographical features, processes (changes), and patterns.</li> <li>Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</li> <li>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li> <li>Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.</li> </ul>	<ul> <li>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> <li>Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</li> <li>Communicate geographical information in a variety of ways including through maps,</li> </ul>

	Talk     about     places     they live     near.	Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.		diagrams, numerical and quantitative skills and writing at increasing length.  • Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
Use of ICT technology	Development Matters  BeeBots. Adult support on Google Maps. Purple Mash videos about different countries , farms etc. IPads.	<ul> <li>Use simple electronic globes/maps.</li> <li>Do simple searches within specific geographic software.</li> <li>Use a postcode to find a place on a digital map.</li> <li>Add simple labels to a digital map.</li> <li>Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> <li>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</li> <li>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</li> <li>Describe and label electronic images produced.</li> </ul>	<ul> <li>Use the zoom facility on digital maps to locate places at different scales.</li> <li>Add a range of text and annotations to digital maps to explain features and places.</li> <li>View a range of satellite images</li> <li>Add photos to digital maps.</li> <li>Draw and follow routes on digital maps.</li> <li>Use presentation/multimedia software to record and explain geographical features and processes.</li> <li>Use spreadsheets, tables and charts to collect and display geographical data.</li> <li>Make use of geography in the news - online reports &amp; websites.</li> </ul>	<ul> <li>Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>Use wider range of labels and measuring tools on digital maps.</li> <li>Start to explain satellite imagery.</li> <li>Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</li> <li>Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.</li> <li>Communicate geographical information electronically e.g.</li> </ul>

	multimedia software, webpage, blog, poster or app. • Investigate electronic links with schools/children in other
	places e.g. email/video communication.

How has the Geography curriculum taken into account the needs of our children?

The Geography curriculum at St George's has been designed in consultation and discussion with the Governing Body, Lancashire Consultants from the Professional Development Service, teaching staff and pupils through a pupil voice.

Our aim at St George's is to inspire a curiosity and fascination about the world in which we live and its people, through high quality teaching which will equip our children with knowledge, understanding and skills that will remain with them for the rest of their lives. We aim for all our children to be determined and confident in all that they do. In Geography, our children are entitled to a curriculum which enables them to develop an awareness of other cultures and in doing so, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country; embedding fundamental British and Christian Values. Fieldwork is integral to good Geography teaching and we are lucky at St George's to have access to woodland areas on site to provide children with many opportunities to involve them with practical Geography, research and enquiry in school, and beyond into our local area and further afield.

### How the Geography curriculum is designed for our pupils.

When the Geography curriculum was designed, St George's had 296 pupils on roll with 281 pupils of White-British ethnicity and the school's Employment Deprivation Index was C. We therefore designed a curriculum which gives children a wealth of experiences of other countries, cultures and geographical location and place knowledge alongside job opportunities. These include:

- Classes 1 & 2 learn about the geographical and physical features of volcanoes, the importance of different environments/habitats for both humans and animals.
- Class 3 learn about the continents and weather around the world.
- Class 4 learn about a small village called Chembakolli in India and changing UK weather patterns and geographical features over the year.

- Classes 4 & 5 learn about the importance of fish in our rivers. (Linked to Science) Jobs fish farmer, trout men, fishermen, marine conservationist/biologist.
- Class 5 compare Kenya to the UK. (including job opportunities)
- Classes 6 & 7 learn about countries in Europe and compare to a region in the UK (Lancashire and Scotland) including jobs in the urban and rural areas.
- Class 8 learn about deserts (Las Vegas) and the water cycle.
- Classes 9 & 10 learn about Brazil, areas with volcanoes and those at risk from earthquakes, including the work of Geophysicists.
- Classes 11 & 12 learn about Barcelona and the Catalonia region, including job opportunities.

This learning is enhanced through the use of a plethora of wide ranging resources including aerial photographs, online mapping tools (Digimaps, Google Earth, Google Maps), virtual visits, visitors coming into school and school trips.

# Trips, Visitors and Themed Days

St George's aims to give all children skills and knowledge through meaningful real life experiences including trips and visits from people. This gives our Geography teaching purpose and inspires children to be determined and confident in using their Geography related knowledge and skills outside of school. These experiences include:

- Classes 1 & 2 Diwali and Chinese New Year Day. Go and conduct some fieldwork when learning about houses/homes. Explore the school grounds. Farm visit.
- Class 3 Walk into Chorley to identify human and physical features of the town.
- Classes 4 & 5 Rivers Trust visit to install trout and tank (linked to Science) and then a walk to the local river to release them.

- Class 5 Trip to Lytham beach and a walk to Duxbury.
- Class 6 -, Trip to Ribchester (also linked to History).
- Class 7 A field trip to a mountain, the children experience a 'Eurovision Day' linked to the winning country of the Eurovision Song Contest (linked to Literacy).
- Class 8 United Utilities workshop in school and a walk to a local river.
- Classes 9 & 10 Virtual visit to a volcano.
- Class 11 & 12 Themed Spanish day linked to their unit.

In January 2023, the school held a Great Explorers themed week in which the children had exposure to a variety of experiences including a hot air balloon visit, Dantastic (Antarctic explorer), Oceanographers from Liverpool University, Wonderdome (space explorers) and a visit from a real life explorer who had recently returned from Africa.

The Subject Leader will also look into acknowledging annual events in school including Earth Day and World Oceans Day in order to further enhance the children's knowledge and understanding of our impact on the world and its environment.

# Pupil Voice

The pupils' views have also inspired the way our Geography curriculum has been designed. In pupil voice questionnaires, children across school recognise the importance of learning Geography because "We need to keep the world healthy and look after it." (Class 4), "If you want to go somewhere, you can learn about it and other countries." (Class 5) and children in KS2 say, "You learn how to use maps and co-ordinates to locate places." (Class 9). All children across school agreed on enjoying Geography lessons which was reinforced when they were asked to describe Geography in 3 words. The most popular choices were "exciting, interesting, fun,

engaging." This is also indicative of the question based inquisitive curriculum we have designed for our children in which they link their learning in the classroom to the world around them.

The pupil voice impacts the Geography curriculum at St George's. Children have stated that they like fieldwork and applying what they have learned within the classroom to real life. As mentioned earlier in this document, we are extremely lucky to have such fantastic grounds where children in all year groups can develop their observational and fieldwork skills. Cross curricular trips also provide opportunities for children to revisit and apply their fieldwork skills and teachers are encouraged to promote this whilst planning and on trips.

When asked about what they had previously learned in Geography, children in Years 5 & 6 were able to recollect learning about continents, weather, countries and their capital cities, rivers and volcanoes. Children in Years 3 & 4 clearly remember learning about continents, the weather and a song about different places in the world. Children in Year 2 were able to remember learning about Antarctica and cold places alongside other places in the world and the differences between them. This underpins our aim of equipping children with knowledge and understanding through high quality teaching.

#### Progression

We follow the National Curriculum objectives for Geography for both Key Stage 1 and Key Stage 2 in terms of knowledge, understanding processes and skills. We also ensure that the curriculum for EYFS covers the Early Learning Goals set out in the EYFS Framework: Understanding the World but are also steered by the children's interests. 'All About Me' booklets completed by parents before children start school allow us to design a curriculum that meets the needs and interests of the children. Early Years staff continually discusses ideas with the children and change planning accordingly. The curriculum is designed to be taught using group work, individual work and through carefully designed continuous provision that encourages children to revisit and remember previously taught skills.

The units in Geography have been planned so that learning is progressive and builds upon prior knowledge and understanding and supports children in producing outcomes of the highest quality. Units begin with informal methods of assessment to understand where the children are in their learning and what they already know. St George's is an inclusive school and recognise that our

children will be of different geographical abilities. We ensure that there are learning opportunities for children of all abilities that match the challenge of the task to develop their skills, knowledge and understanding in each unit, and we also build progression into the whole school Geography curriculum so that the children are increasingly challenged as they move up through school. This includes:

- Setting common tasks which are open ended and can have a variety of responses.
- Setting tasks of increasing difficulty
- Grouping children and setting different tasks to peer support and challenge.
- Providing resources of different complexity according to the ability of the child to support their learning.
- Using Teaching Assistants to support the work of individual and groups of children.

We also use the Lancashire Key Learning Document as a supplement to the National Curriculum to ensure that objectives are taken from specific year group content and that geographical knowledge, skills and understanding are being advanced and built upon. The teaching of Geography is also linked to other curriculum areas. An overarching topic eg Earthquakes, will link to a class novel/book/non-fiction text or 'hook' to engage the children with their learning.

In terms of mixed age classes, the Geography curriculum has been designed so that every child will access their year group objectives from the National Curriculum. In some cases, this means combining two linked topics from different year groups, in others it means teaching two inputs or setting up a different 'learning area'/project. Where topics overlap, the Geography curriculum has been designed so that different skills are taught within a unit so that if a child is in two consecutive mixed age classes, teaching of knowledge may overlap but the progression of skills is still evident.