




EQUALS TRUST




Geography Curriculum

Intent – What do we want for our children as Geographers?

At Crossdale, we believe that Geography is critical to young people's understanding of the world around them. We want young people to marvel at the beauty of natural landscapes, to understand why our environments are changing, and to appreciate how their actions affect others far across the globe. We want them to understand their own local areas and inspire within them aspirations to travel and explore our world; understanding the places they visit, rather than just passing through. We want to give young people these skills and show how geography can inspire and challenge.

At Crossdale, we aim to:

- Develop an understanding of the varied features and conditions, which make up the physical environment, and in so doing; help to make sense of their surroundings.
- Understand the positive and negative effects that humans have on the environment, and therefore develop the children's sense of responsibility for the earth.
- Develop geographical skills, including:
 - 1) Observing and comparing places and geographical features using appropriate vocabulary
 - 2) Measuring and recording accurately, enabling interpretation of geographical information
 - 3) Interpreting and using maps, atlases and globes, making use of keys in order to understand about their local area, the UK, Europe and other areas of the world.

Implementation – How will we carry out our vision?

We will implement our vision by asking questions like a Geographer; looking through our 'Geographic Lens'.

Location and Place: What is this place like? Where in the world is this place? Why is it located here and not there?

Place and Knowledge comparison: What is similar and what is different about this place from others we know?

Processes: What is the climate of this place? How do animals and humans have to adapt because of the climate? What physical processes affect the landscape?

Physical Geography: What are the physical features of this place? What is the environment like?

Human Geography: What human features and landmarks are there? Why are buildings located where they are? What settlements are there? How is the land used?

Geographical Skills and Fieldwork (enquiry): What does the data tell us about a place? What does the fieldwork tell us about the place?

Materials: Is that material natural or man-made?

Significance: Can you name, locate and describe places?

Change: How did this place get like this? How is it changing? Why is it changing? What will it be like in the future?

Planning:

- All planning should be on the Crossdale Topic planning format and is driven by a '*big idea*'. Skills, knowledge and vocabulary are clearly identified, and lesson planning is supported by the use of key geographical questions with opportunities for spaced retrieval practice.
- Rising Stars unit plans & Cornerstones Maestro resources are used to support the planning process.
- Knowledge organisers support teaching and learning and are similarly structured around the subject driver 'big idea' and key geographical questions that the children should know and remember by the end of the unit.
- The geographical lens for each lesson should be identified along with any questions that probe that lens.
- All planning should be uploaded onto All Staff at the start of every half term.
- A cross-curricular approach to planning topic with clear skills and knowledge taught, detailed and in line with the '*Thinking like a Geographer; what, where, when*' document.
- A topic cover page should be stuck in books at the start of the topic and show the topic title, relevant image and have a small space for a short cold task which allows pupils to show prior learning (see WAGOLL below).
- Four pieces of formal written work should be planned every topic (two to be completed in English Books) to ensure that children are given the chance to embed their knowledge and apply their English skills.
- Enrichment opportunities in terms of hooks for the start of the topic, trips, visitors and links with the community.
- **Hot tasks** are used at the end of a unit to assess what the children know and have remembered. These can be presented in a number of ways depending on the topic; collages, written work, fact files, own created Knowledge Organisers, PowerPoints, recorded presentations etc.

Inclusion:

All children have access to the same curriculum entitlement. Support is given in order to ensure that any barriers to learning such as EAL or SEND are overcome meaning that all children can take part fully in all lessons.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- **Spaced retrieval** activities embedded into planning and practise
- Cold and hot tasks at the start and end of each topic to assess what knowledge has been remembered and what skills have been mastered (KS2)

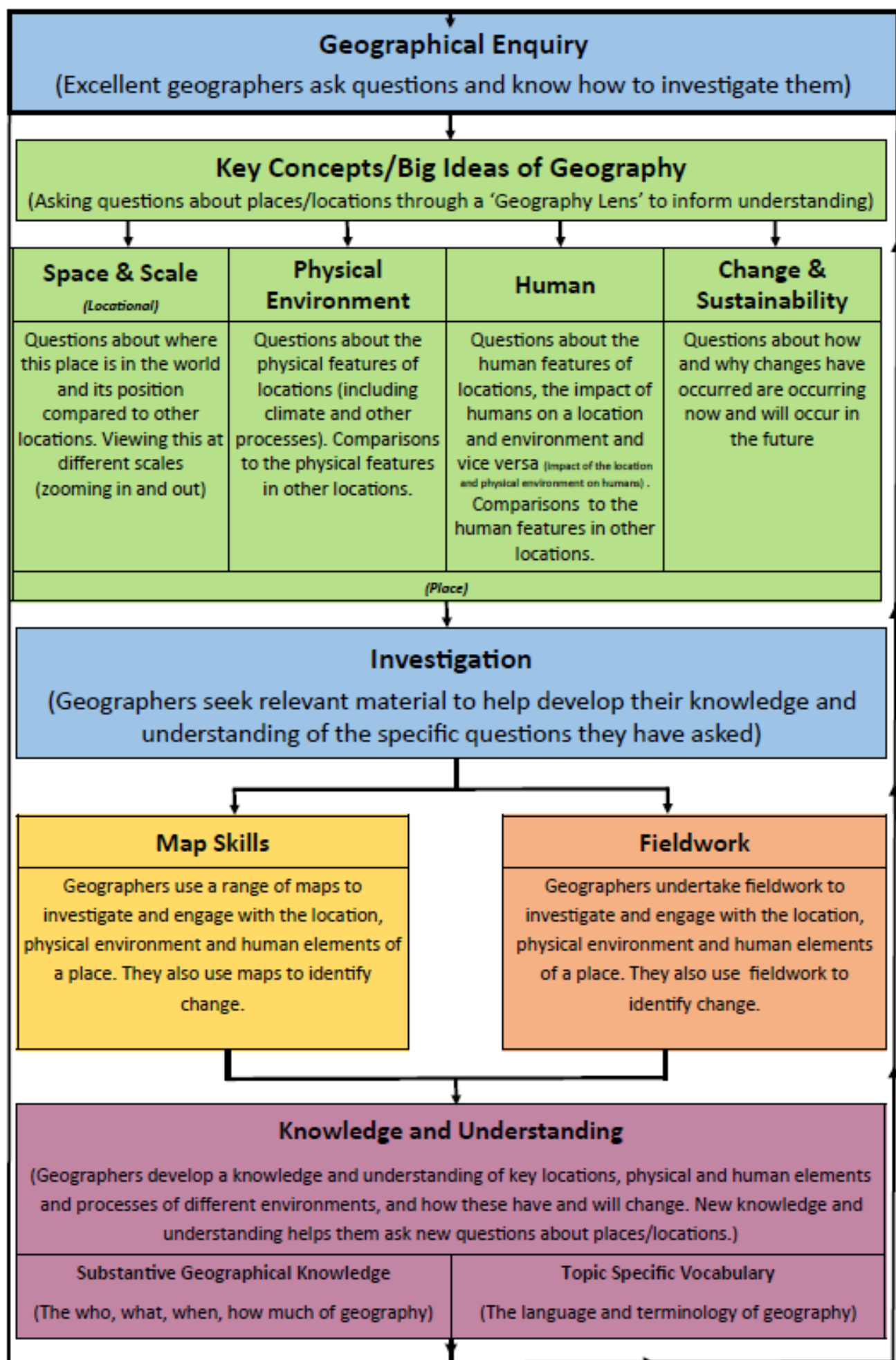
The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

- Planning scrutiny & book dips to evaluate the impact of what is known & remembered?
- Pupil Interviews/Learning Walks; assess impact of spaced retrieval, what is known & remembered?
- External & internal moderation within Equals Trust Groups for QA & to share best practise.
- SIL & Governor visits to monitor provisions and provide clear next steps.
- Planning and delivering CPD

The Subject Leaders also have responsibility for resources; storage & management. All of the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:








- Governor monitoring visits, the Head Teacher reports & the School Development Plan



Geography Overview

Dark yellow indicates geography is the topic driver.

	Autumn Term		Spring Term		Summer Term	
EYFS	All about Me 	Celebrations 	People Who Help Us 	Growing 	Habitats 	Under The Sea 
Year 1 & 2 Cycle A	Welcome Back 				London; our capital city. 	Captain Cook 
Year 1 & 2 Cycle B	Wonderful Me 		An Island Home; St Lucia 			Out and About in Keyworth  Fieldwork: village walk
Year 3	Our Healthy Bodies  Fieldwork: local shop visit		The Greeks 	The Animal Kingdom  Fieldwork: habitats on the school grounds	Stone Age – Iron Age 	Rocks and Rumbles 
Year 4	The Haudenosaunee & the USA  Fieldwork: city centre visit	Mountains 	The Celts & The Romans  Fieldwork: village walk (map skills)	Rivers 	The Dark Ages? 	

Year 5	Coal Mining Local Study 	Keyworth & WWI  <p>Fieldwork: village walk (war memorial)</p>	Biomes 	The Egyptians 		From farm to fork  <p>Fieldwork: village and field walk</p>
Year 6	WWII 	The Maya 	Great Explorers 		Our Diverse Planet 	Identity 

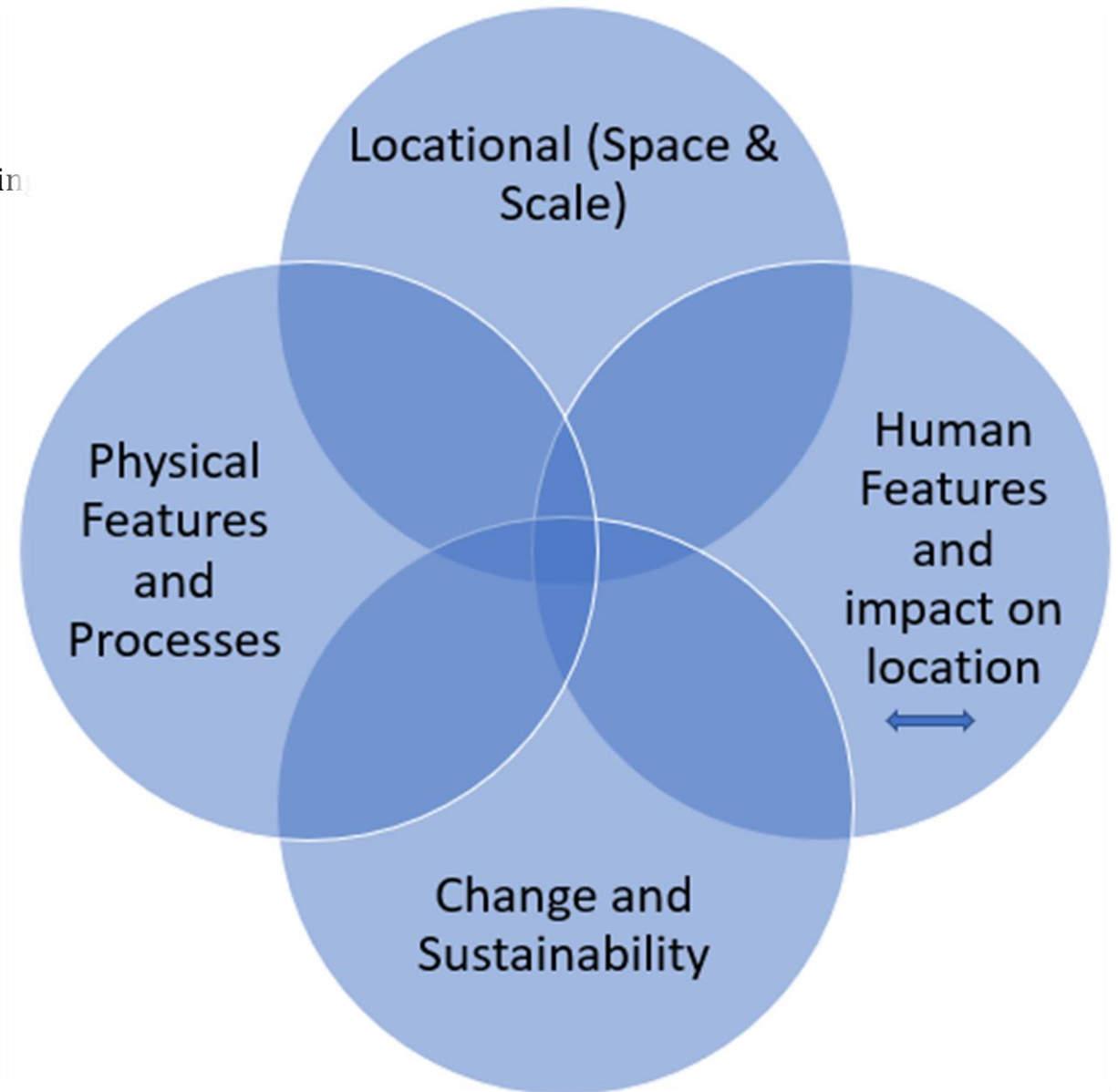
The 'Big Ideas' and enquiry questions.

	Autumn Term		Spring Term		Summer Term	
Year EYFS	All about Me	Celebrations	People Who Help Us	Growing	Habitats	Under The Sea
	<i>What important people and places are there in my community?</i>	<i>Where and how do people in different countries celebrate Christmas?</i>	<i>How do people travel and use maps to find their way?</i>		<i>What are a rainforests & polar habitat like and where are they in the world?</i>	<i>What is ocean pollution and what can we do to make it better?</i>
Year 1 & 2 A					London	Captain Cook
					<i>What's our capital city like?</i>	<i>What is like to be beside the seaside and where does the ocean take us?</i>
Year 1 & 2 B	Wonderful Me		An Island Home		Seaside Holidays	Out and About in Keyworth
	<i>What's it like where we live?</i>		<i>How does St. Lucia compare to the UK ?</i>		<i>What is like to be beside the seaside?</i>	<i>What's it like where we live?</i>
Year 3	Our Healthy Bodies		The Greeks	The Animal Kingdom	Stone Age- Iron Age	Rocks and Rumbles
	<i>Where does our food come from?</i>		Enquiry: Where is Greece?	Enquiry: fieldwork & where do animals live?	Enquiry: identify prehistoric sites of the UK.	<i>How does the Earth shake, rattle or roll?</i>
Year 4	The Haudenosaunee & The USA	Mountains	The Celts & the Romans	Rivers	Stone Age - Iron Age	
	<i>What's the USA like?</i>	<i>What makes a mountain?</i>	Enquiry: locate ancient settlements on maps & compare and contrast Italy/Britain	<i>How does water go round and round?</i>	Enquiry: use maps to locate Saxon sites & countries from which the Vikings came	
Year 5	Coal Mining	Keyworth & WWI	Biomes	The Egyptians		From Farm to Fork
	Enquiry: use maps to identify where coal is mined in the UK.	Enquiry: use maps & atlases to identify significant sites of WWI	<i>What and where are the world's major biomes and what impact do they have?</i>	Enquiry: Where is Egypt and what is it like?		<i>Where does our food come from and go to?</i>
Year 6	WWII	The Maya	Great Explorers		Our Diverse Planet	Identity
	Enquiry: use UK maps to identify evacuation & bombed locations.	Enquiry: where is Mexico and what is it like to live there?	<i>Are we damaging our world?</i>		<i>What is the geography of our world and how do humans control it?</i>	<i>How will our world look in the future?</i>

Thinking like a geographer; As geographers, children will be taught to use the language and terminology of geography and how we engage with questions about people, society, the environment and the planet.

Teaching children to think like a geographer requires creating a **geographical lens** by teaching all of these concepts within a unit.

What we teach, where we teach it and when we teach it? (**skills**, vocabulary & knowledge and **topic**).



Vocabulary and Lens Strand Progression

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Locational (space and scale) What is this place like? Where in the world is this place? Why is it located here and not there? Which hemisphere is it in? Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? Which timezone (s) is it in? Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) Where is it in relation to our village/town/city/country/country? Which bodies of water are nearby? How is it similar/different to other places? How am I linked with people and environments in other places?	Know that we live in a village called Keyworth that is part of the world and that there are also lots of other different places. ALL ABOUT ME, CELEBRATIONS, HABITATS	Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (St. Lucia). An ocean is a large sea. There are five oceans on our planet. The United Kingdom is an island surrounded by water. A continent is a large area of land. The world's seven continents. Captain Cook, My Capital City, St Lucia: An Island Home.	Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (St. Lucia). An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. A non-European country is a country outside the continent of Europe. A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Captain Cook, My Capital City, St Lucia: An Island Home.	Locate countries in Europe (including Russia) on a world map. Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia. OUR HEALTHY BODIES THE GREEKS	Locate the countries of North, Central and South America on a world map, atlas or globe. The North American continent includes the countries the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. THE HAUDENSAUNEE MOUNTAINS & RIVERS	Name, locate and describe major world cities. Major cities around the world include London, New York, Shanghai, Istanbul, Moscow, Manila, Lagos, Nairobi, Baghdad, Damascus and Mecca. THE EGYPTIANS BIOMES WWI	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. A geographical pattern is the arrangement of objects on the Earth's surface in relationship to one another. WWII
Geographical	R	Y1	Y2	Y3	Y4	Y5	Y6

Lens							
Locational (space and scale)	<p>Know that the world is made up of oceans and land.</p> <p>UNDER THE SEA, HABITATS, ALL ABOUT ME</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>There are seven continents. There are five oceans.</p> <p>An ocean is a large sea. There are five oceans on our planet called. The United Kingdom is an island surrounded by the sea.</p> <p>Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.</p> <p>Captain Cook, St Lucia: An Island Home, Out and About in Keyworth.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.</p> <p>Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.</p> <p>Captain Cook, St Lucia: An Island Home, Out and About in Keyworth</p>	<p>Locate significant places using latitude and longitude.</p> <p>Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p> <p>ROCKS AND RUMBLES</p>	<p>Identify the location of the Tropics of Cancer and Capricorn on a world map.</p> <p>The Tropic of Cancer is 23.4 degrees north of the equator and Tropic of Capricorn is 23.4 degrees south of the equator.</p> <p>THE HAUDENSAUNEE & THE USA</p>	<p>Identify the location of major biomes in relation to the tropics as well as begin to recognise the significance of latitude and longitude.</p> <p>. equator.</p> <p>BIOMES</p>	<p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>GREAT EXPLORERS</p> <p>OUR DIVERSE PLANET</p>

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Locational (space and scale)	Use and draw simply maps to locate common features of landscape.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Describe places in terms of N, S, E and W. Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. St Lucia, My Capital City	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Describe places in terms of NE/NW, SE/SW etc. Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. St Lucia, My Capital City	Use the eight points of a compass to locate a geographical feature or place on a map. The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. ROCKS AND RUMBLES	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). THE HAUDENSAUNEE THE DARK AGES?	Use compass points and grid references to interpret maps, including Ordnance survey maps, with accuracy. Compass points can be used to describe the relationship of features to each other or describe the direction of travel. Accurate grid references identify the position of key physical and human features. FARM TO FORK COAL MINING	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North and South Pole and show the westerly or easterly position of a geographical area. GREAT EXPLORERS OUR DIVERSE PLANET

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Physical features and processes What are the physical features of this place? What is the environment like? What season is it now? How do we know? What key physical features can they see in the place they live e.g. river, hills etc? Can you describe a given place (non-European)? Can you describe features associated with...?				Explain the physical processes that cause earthquakes and volcanic eruptions. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. ROCKS AND RUMBLES	Use specific geographical vocabulary and diagrams to explain the water cycle. Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling. RIVERS	Describe how soil fertility, drainage and climate affect agricultural land use. Soil fertility, drainage and climate influence the placement and success of agricultural land. FROM FARM TO FORK THE EGYPTIANS	Describe the physical processes, including weather, that affect two different locations. Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions. GREAT EXPLORERS OUR DIVERSE PLANET

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Physical features and processes	<p>Take about the features of their own immediate environment and how environments might vary from one another.</p> <p>Encourage the use of words that help children to express opinions e.g. busy, quiet and pollution.</p> <p>HABITATS, ALL ABOUT ME</p>	<p>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>A physical feature is one that forms naturally.</p> <p>My Capital City, St Lucia: An Island Home, Out and About in Keyworth.</p>	<p>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Physical features are naturally-created features of the Earth. A physical feature is one that forms naturally, and can change over time due to weather and other forces.</p> <p>My Capital City, St Lucia: An Island Home, Out and About in Keyworth.</p>	<p>Describe the parts of a volcano or earthquake. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.</p> <p>ROCKS AND RUMBLES</p>	<p>Identify, describe and explain the formation of different mountain types. Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.</p> <p>MOUNTAINS</p>	<p>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.</p> <p>FROM FARM TO FORK</p>	<p>Compare and describe physical features of polar landscapes. The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.</p> <p>GREAT EXPLORERS</p>
Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Physical features and processes	<p>Notice human and physical features of their community and the school environment.</p> <p>ALL ABOUT ME</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>A material is something used to build or make something else.</p> <p>KEYWORD</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties.</p>	<p>Name and describe the types, appearance and properties of rocks. There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible</p>	<p>Describe and explain the transportation of materials by rivers. Rivers transport material in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.</p> <p>RIVERS</p>	<p>Explain how the topography and soil type affect the location of different agricultural regions. The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.</p> <p>FROM FARM TO FORK</p>	<p>Explain how the presence of ice makes the polar oceans different to other oceans on Earth. The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.</p> <p>GREAT EXPLORERS</p>

			KEYWORD	<p>crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.</p> <p>ROCKS, RELICS AND RUMBLES</p>	<p>Describe the properties of different types of soil. Different types of soil include clay, sandy, silty and loamy.</p> <p>RIVERS</p>		
Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Physical features and processes	<p>Identify the seasons and notice the changes in weather and the world around them.</p> <p>ONGOING THROUGHOUT THE YEAR (1 WK ON EACH SEASON)</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. A weather pattern is a type of weather that is repeated. There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet.</p> <p>Keyword and covered in Y1 Science.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. A weather pattern is a type of weather that is repeated. There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.</p> <p>Keyword and covered in Y1 Science.</p>	<p>Explain how the weather affects the use of urban and rural environments. Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.</p>	<p>Explain climatic variations of a country or continent. Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.</p> <p>THE HAUDENSAUNEE & THE USA</p>	<p>Explain how the climate affects land use. Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.</p> <p>FROM FARM TO FORK THE EGYPTIANS</p>	<p>Evaluate the extent to which climate and extreme weather affect how people live. Climate and extreme weather can affect the size and nature of settlements; shelters and buildings; diet; lifestyle (settled or nomadic); jobs; clothing; transport and transportation links and the availability of natural resources.</p> <p>OUR DIVERSE PLANET</p>

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Human features and impact on location What human features and landmarks are there? Why are buildings located where they are? What settlements are there? How is the land used?	Notice and talk about buildings, roads and railways in their school and community environment. JOURNEYS, ALL ABOUT ME, HABITATS	Describe key human features and landmarks of a place. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. Captain Cook, My Capital City, St Lucia: An Island Home, Out and About in Keyworth.	Describe key human features and landmarks of a place. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. Captain Cook, My Capital City, St Lucia: An Island Home, Out and About in Keyworth.	Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location. Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	Describe a range of human features and their location and explain how they are interconnected. Human features can be interconnected by function, type and transport links. THE CELTS & THE ROMAND THE HAUDENSAUNEE & THE USA	Describe and explain the location and purpose of transport networks across the UK and other parts of the world. Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. FROM FARM TO FORK THE EGYPTIANS	Explain how humans function in the place they live. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. GREAT EXPLORERS THE MAYA

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Human features and impact on location 	<p>Use basic geographical vocabulary including; house, home, village, shops, roads, school and buildings.</p> <p>ALL ABOUT ME</p>	<p>Explain the facilities that a village, town and city may need and give reasons. Explain how an area has been spoilt or improved and give my reasons. Villages, towns and cities have different features. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. A settlement is a place where people live and work and can be big or small. Features of towns and cities include homes, shops, roads and offices.</p> <p>Keyworth, Captain Cook, London.</p>	<p>Explain the facilities that a village, town and city may need and give reasons. Explain how an area has been spoilt or improved and give my reasons. Villages, towns and cities have different features. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</p> <p>Keyworth, Captain Cook, London.</p>	<p>Describe the type and characteristics of settlement or land use in an area or region. Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.</p> <p>GREEKS</p>	<p>Explain ways that settlements, land use or water systems are used in different parts of the world. Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.</p> <p>MOUNTAINS & RIVERS</p>	<p>Describe in detail the different types of agricultural land use in the UK. Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock), mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oil seed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.</p> <p>FROM FARM TO FORK</p>	<p>Describe the distribution of natural resources in an area or country. Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.</p> <p>GREAT EXPLORERS</p> <p>OUR DIVERSE PLANET</p>
Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Physical and Human Comparison What is similar and what is different about this place from others we know?	<p>Know about similarity and difference between places. Features of the immediate environment and how environments might vary from one another. Use appropriate words e.g. village, road, house, flat, church, temple, synagogue, hot, cold.</p> <p>CELEBRATIONS</p>	<p>Describe a place outside Europe using geographical words. Describe some of the features of an island. Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. Explain how jobs may be different in other locations. Explain how an area has been spoilt or improved and give my reasons. Explain the facilities that a village, town and city may need and give reasons.</p>	<p>Describe a place outside Europe using geographical words. Describe some of the features of an island. Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. Explain how jobs may be different in other locations. Explain how an area has been spoilt or improved and give my reasons. Explain the facilities that a village, town and city may need and give reasons.</p>	<p>Classify, compare and contrast different types of geographical feature. Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.</p> <p>ROCKS AND RUMBLES</p>	<p>Describe and compare aspects of physical features. A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-</p>	<p>Identify and describe the similarities and differences in physical and human geography between continents. The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.</p> <p>BIOMES</p>	<p>Describe the climatic similarities and differences between two regions. Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.</p> <p>GREAT EXPLORERS</p>

		<p>Places can be compared by size, location, weather and climate.</p> <p>Captain Cook, My Capital City, St Lucia: An Island Home, Out and About in Keyworth.</p>	<p>Places can be compared by size, amenities, transport, location, weather and climate.</p> <p>Captain Cook, My Capital City, St Lucia: An Island Home, Out and About in Keyworth.</p>		<p>leaved.</p> <p>THE HAUDENSAUNEE & THE USA</p> <p>THE CELTS & THE ROMANS</p> <p>MOUTAINS & RIVERS</p>		
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Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Change and sustainability</p> <p>How did this place get like this?</p> <p>How is it changing?</p> <p>Why is it changing?</p> <p>What will it be like in the future?</p> <p>How can natural resources be sustained?</p>				<p>Describe how a significant geographical activity has changed a landscape in the short or long term. Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage.</p> <p>ROCKS AND RUMBLES</p> <p>Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, Volcanos and earthquakes.</p> <p>ROCKS, RELICS AND RUMBLES</p>	<p>Explain how the physical processes of a river, sea or ocean have changed a landscape over time. Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.</p> <p>MOUTAINS & RIVERS</p>	<p>Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). Settlements were built around the location of the Nile; this is still significant today.</p> <p>THE EGYPTIANS</p> <p>Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes, village (Keyworth), town (Loughborough) and city (Nottingham).</p> <p>KEYWORD & WW1</p>	<p>Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</p> <p>OUR DIVERSE PLANET</p>

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Change and sustainability	<p>Notice how parts of the world have been spoilt by climate change or pollution.</p> <p>HABITATS & UNDER THE SEA</p>	<p>Explain how an area has been spoilt or improved and give my reasons. Litter and pollution have a harmful effect on the areas where we live, work and play.</p> <p>Keyworth</p>	<p>Explain how an area has been spoilt or improved and give my reasons. Litter and pollution have a harmful effect on the areas where we live, work and play. Change happens over time. Improvements and suggestions can be made.</p> <p>Keyworth</p>	<p>Identify the five major climate zones on Earth. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical.</p> <p>Name and describe properties of the Earth's four layers. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p> <p>ROCKS AND RUMBLES</p>	<p>Describe altitudinal zonation on mountains. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments and the summits of mountains, which are usually covered in ice and snow and don't support any life.</p> <p>MOUNTAINS</p>	<p>Name and locate the world's biomes and climate zones and explain their common characteristics. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.</p> <p>BIOMES</p>	<p>Explain how climate change affects climate zones and biomes across the world. Climate change is the long-term change in expected patterns of weather, which contribute to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock all contribute to global warming.</p> <p>GREAT EXPLORERS</p>

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Map Skills	<p>Use and draw simply maps to locate common features of landscape.</p> <p>JOURNEYS</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the capital cities and the surrounding seas. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show</p>	<p>Use world maps, atlases and globes to identify the United Kingdom its countries and capital cities. Locate and name on a world map and globe the 7 continents and 5 oceans and some countries. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in</p>	<p>Use four-figure grid references to describe the location of objects and places on a simple map. Follow a route on a map with some accuracy. Locate UK (and other places studied) using a range of different scale maps including OS & digital. Begin to match boundaries (e.g. find same boundary of a country on different scale maps). Use 4 points of a compass. Begin to use 4 fig GR. to identify features on a map. Analyse evidence and draw conclusions e.g. make comparisons between locations using</p>	<p>Follow a route on a large scale map. Locate and name Europe (and other countries & their capital cities studied) on a range of maps (variety of scales) and a globe. Identify features on an aerial photograph, digital or computer map. Begin to use 8 points of a compass. Use four or six-figure grid references and keys to describe the location of objects and places on a map. A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the</p>	<p>Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales. Use OS map and atlas symbols. Use 8 points of a compass, begin to use 6 fig GR. Identify elevated areas, depressions and river basins on a relief map. Identify positions of longitude and latitude. The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show</p>	<p>Follow a short route on a OS map. Describe the features shown on an OS map. Use atlases to find out data about other places. Use 8 points of a compass and 6 fig GR accurately. Use lines of longitude and latitude on maps. Use thematic maps for specific purposes. Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. A geographical area can be understood by using grid references and lines of latitude and longitude to</p>

		<p>where things are located. Places can be compared by size, location, weather and climate. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).</p> <p>St Lucia, My Capital City, Keyworth, Cpt Cook.</p>	<p>a key. Use simple compass directions to locate named places (N, S, E, W). Use 2 fig GR and 4 points of a compass to identify features on a map. A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. Places can be compared by size, amenities, transport, location, weather and climate. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). St Lucia, My Capital City, Keyworth, Captain Cook.</p>	<p>aerial photos/pictures. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p> <p>STONE AGE TO IRON AGE</p> <p>THE ANIMAL KINGDOM</p>	<p>easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.</p> <p>MOUTAINS & RIVERS</p> <p>THE CELTS & THE ROMANS</p> <p>THE HAUDENSAUNEE & THE USA</p>	<p>the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.</p> <p>KEYWORTH & WWI</p> <p>COALMINING</p> <p>FROM FARM TO FORK</p> <p>THE SOLAR SYSTEM</p>	<p>identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</p> <p>In all geography topics children should use map knowledge to...</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout KS1 and KS2. Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p>
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Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Fieldwork</p> <p>What does the data tell us about a place? What does the fieldwork tell us about the place?</p>	<p>See maps of the local area and begin to understand where they are in the world.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. An aerial photograph shows an area of land from above. A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read the map.</p> <p>Keyworth, St Lucia.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. An aerial photograph or plan perspective shows an area of land from above. A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p>	<p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p> <p>ROCKS AND RUMBLES</p> <p>OUR HEALTHY BODIES</p> <p>THE ANIMAL KINGDOM</p> <p>THE GREEKS</p>	<p>Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p> <p>MOUTAINS & RIVERS</p> <p>THE CELTS & THE ROMANS</p> <p>THE HAUDENSAUNEE & THE USA</p> <p>THE DARK AGES?</p>	<p>Analyse and compare a place or places using aerial photographs, atlases and maps. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places.</p> <p>FROM FARM TO FORK</p> <p>THE SOLAR SYSTEM</p>	<p>Use satellite imaging and maps of different scales to find out geographical information about a place. Satellite images are photographs of Earth taken by imaging satellites.</p> <p>GREAT EXPLORERS</p> <p>OUR DIVERSE PLANET</p>

Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Fieldwork	<p>Talk about the school grounds, how they move around, where they can go and what they notice in the environment.</p> <p>ONGOING</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Data is information that can be collected.</p> <p>Keyworth</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Data is information that can be collected and used to answer a geographical question.</p> <p>Keyworth</p>	<p>Analyse primary data, identifying any patterns observed. Primary data includes information gathered by observation and investigation.</p> <p>STONE AGE TO IRON AGE</p>	<p>Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.</p> <p>MOUNTAINS & RIVER</p>	<p>Summarise geographical population data to draw conclusions. Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions and measure impact of events/notice change.</p> <p>WWI COAL MINING</p>	<p>Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> <p>OUR DIVERSE PLANET</p>
Geographical Lens	R	Y1	Y2	Y3	Y4	Y5	Y6
Fieldwork	<p>Talk about the village they live in and what it is like.</p> <p>ALL ABOUT ME</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Fieldwork includes going out in the environment to look.</p> <p>Keyworth</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</p> <p>Keyworth</p>	<p>Gather evidence to answer a geographical question or enquiry. The term geographical evidence relates to facts, information and numerical data.</p> <p>STONE AGE TO IRON AGE</p>	<p>Investigate a geographical hypothesis using a range of fieldwork techniques. Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.</p> <p>THE DARK AGES?</p>	<p>Construct or carry out a geographical enquiry by gathering and analysing a range of sources. A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.</p> <p>FROM FARM TO FORK COAL MINING</p>	<p>Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.</p> <p>OUR DIVERSE PLANET</p>

National Curriculum Coverage for Geography

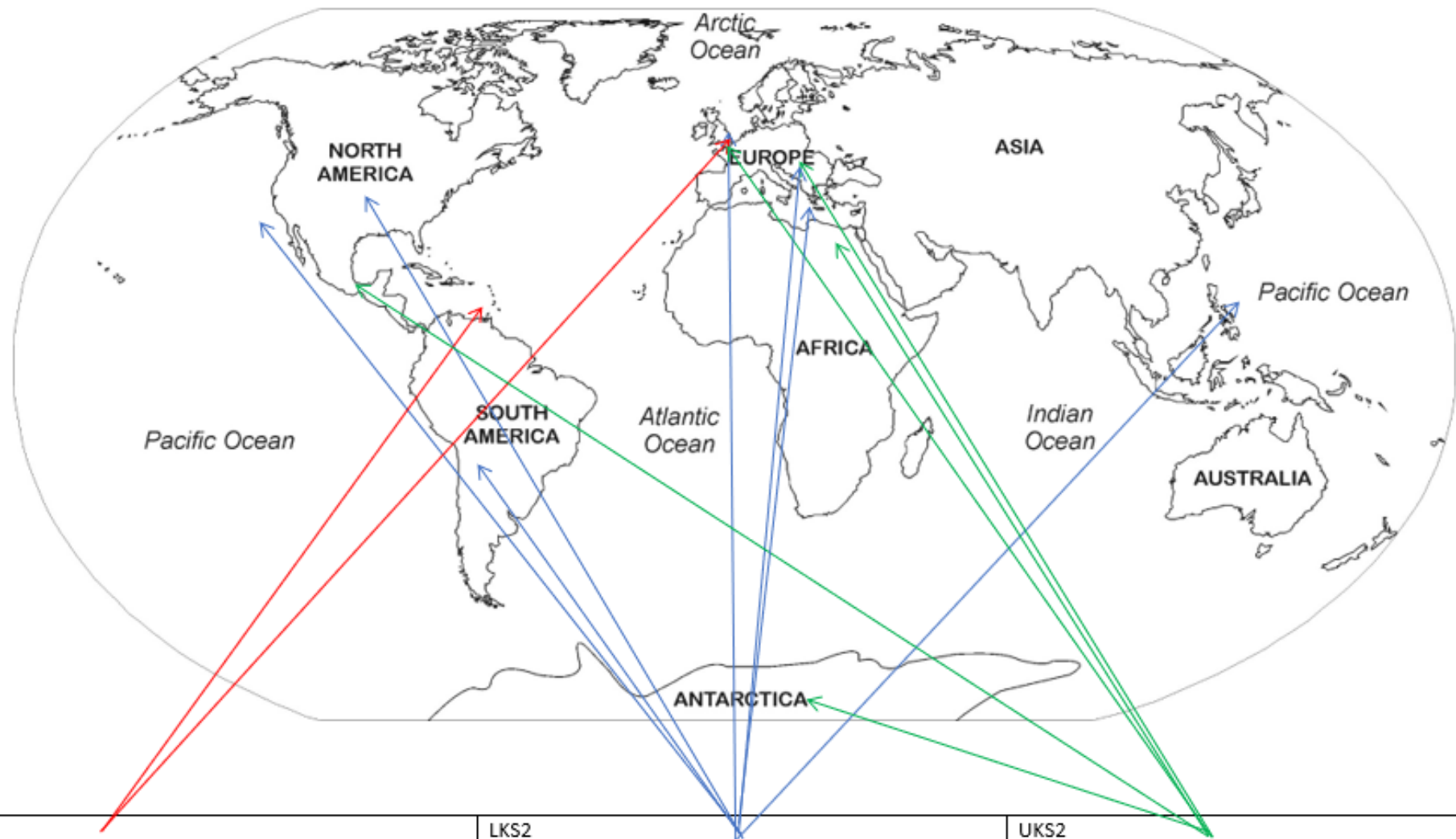
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One & Two:			<p><u>My Island Home: St Lucia B</u></p> <p>Cycle B</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use</p>		<p><u>LONDON: My Capital City A</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p><u>Out and about in Keyworth B</u></p> <p><u>Captain Cook A</u></p> <p>?</p> <p>Name and locate the world's seven continents and five oceans. A/B</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. A/B</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. B</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. B</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. A/B</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. A/B</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. A/B</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. A/B</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. B</p> <p>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. B</p>

			and construct basic symbols in a key.			
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Our Healthy Bodies</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			<u>The Greeks</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>The Animal Kingdom</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>Stone Age-Iron Age</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>Rocks and Rumbles</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Four	<p><u>The Haudensaucnee & The USA</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><u>Mountains & Rivers</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>The Celts & The Romans</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p><u>The Dark Ages?</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Five	<u>Coal Mining</u> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<u>Keyworth and WWI</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>The Egyptians</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<u>The Solar System</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		<u>From farm to fork</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2	
Year Six	<u>WWII</u> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<u>The Maya</u> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<u>Great Explorers</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	<u>Our Diverse Planet</u> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		



KS1

- Add R
- UK (London/Keyworth)
- St Lucia

LKS2

- Ring of Fire (Tremors)
- Greece (Gods and Mortals)
- UK (Tribal Tales)
- North America (Road Trip)
- South America (Road Trip)
- UK (Traders and Raiders)
- Western Europe (Traders and Raiders/I Am)

UKS2

- UK (Keyworth and the Great War)
- Europe (Keyworth and the Great War)
- Egypt (Pharaohs)
- Mexico (Hola Mexico)
- Antarctica (Frozen Kingdom)

Knowledge Organiser Guidance (use A4 format)

Knowledge organisers are a summary of the key facts, the powerful essential knowledge that pupils need to access a unit of work or a curriculum subject. They should be no more than one side of A4 with all the information broken down into easily digestible chunks, in this way they become an effective resource to support teaching and learning.

The knowledge included should be concise and should come back to the big idea and cover all enquiry questions from the unit of work.

- Colour: yellow
- 'Big Idea' and subject: at the top
- Vocabulary: in a table on the left with alternating colour rows (child friendly definitions)
- No more than 7-9 labels on diagrams, events on a timeline or locations on a map.
- Use labelled visuals ONLY where it shares knowledge as dual coding (not for design or decoration)
- Use the same diagrams/images on your knowledge organiser as you do in the lessons.
- TABLES predominantly used to show concise sticky knowledge for the unit – they should be quizzable.
- There is not a limit on the boxes used but ensure they are in line and uniform.

REMEMBER: Knowledge organisers are NOT a curriculum, they only summarise the sticky knowledge that will be revisited again and again throughout a unit.

WAGOLL Knowledge Organiser

Geography

Mountains & Rivers: How does water go round and round?

Key Vocabulary

agriculture	Growing crops or farming animals.
altitude	The height of things above sea level.
cycle	A circle of events that repeats in a regular pattern.
formation	The way something is made.
mountain range	A series (group) of mountains close together.
tectonic plates	Broken pieces of the Earth's surface (crust) that are always moving.
transport	To move things from one place to another.

rivers

ways of transporting materials:

- solution (when minerals are dissolved and carried in water)
- suspension (when light materials are carried in water)
- saltation (when pebbles move along the river bed)
- traction (when boulders move along the river bed)

soil types:

clay



sand



silt



loam



human uses:

agriculture (farming)

leisure (sports and tourism)

industry (transporting goods)

power (hydroelectricity)



mountains

age:

millions of years old

formation:

- when the Earth's tectonic plates push together or move apart
- when magma underneath the Earth's crust pushes large areas of land upwards

types:

fold



fault-block



volcanic



dome



plateau



The Andes
(mountain range)



human geography

South America



Peru

capital city:
Lima



physical geography

coast (costa)

0—500m above sea level



mountains (sierra)

2000—6000m above sea level



rainforest (selva)

100—2000m above sea level



Crossdale Unit Planning Overview: **Geography**



Big Idea:

Enquiry question	Retrieval activity	Teacher Input (direct teaching)	Activities (modelling and scaffolding)	Key Vocabulary	Evidence in books	Geographical Lens (second order concepts)



Mountains and Rivers

How does water go round and round?

water cycle

Andes

Amazon

South America

land use

What do I already know?

SEND Provision in Geography

Cognition and Learning Needs

Link new learning to what pupils already know, build on existing knowledge, personalised curriculum.
Break new learning down into small steps.
Provide multiple examples of new concepts and where possible links to real life.
Visuals for key vocabulary / modelled examples and demonstrations.
Use alternate ways of recording e.g., mind mapping, pictures, videos, demonstrations, auditory responses etc.
Use prompt sheets e.g., Key words to use, steps to follow when using maps and atlases etc.
Adapted questioning. Checking pupils understand by asking them to repeat task back etc.
Pre and post teaching.
Displays to scaffold.
Parents are provided with knowledge organisers at the start of a new unit.
Consider environment changes, seating arrangements, activities outside of the classroom etc.
Adapted assessments and planning from PIVATS progression steps.
Prepare children for changes to routine during fieldwork lessons.
1:1 or group TA support which is planned for and used to maximise learning – they are aware of their role before the lesson and lesson content.

Communication and Interaction Needs

Environmental adaptations – optimise listening conditions / seating positions / reduce sensory distractions.
Use of visual aids / timetables / working walls.
Use of movement, calming and/or sensory breaks.
Peer working / talk partners / use shared roles or designated roles in group work with cue cards.
Link to child's personal interests if possible.
Use of real-life objects to maintain attention and support understanding (where appropriate).
Language – non-demanding / positive instruction / reduced / avoid abstract words or concepts, figurative language / choices / provide accurate language models.
Allow additional processing time. Repeating. Rephrasing. Recapping.
Visuals for asking for help. Teach asking for help.
Prepare for transitions and change.
Adapt classroom and activities according to individual sensory profile e.g. allow ear defenders or gloves to be worn etc for messy work / quieter work area etc.
Prepare children for changes to routine during fieldwork lessons.

SEMH Needs

Pre-expose learners to the equipment and nature of the lesson to spark engagement and interest in the upcoming lesson.
Plan and use movement breaks and sensory breaks into the lesson.
Create a working classroom environment that is calming and simple, e.g., clear routines, organised workspaces and minimise distractions, alternative seating, all resources out and available etc. Have safe space/calming space available.
Use learning checklists and timers. Chunking instructions. Checking understanding.
Behaviour - apply specific praise for some individuals.
Engineer success by using the pupil's strengths.
Interactive strategies to maintain involvement e.g. whiteboards to all hold up answers/come to the front and take a role / map work etc.
Provide scaffolding / visuals to maintain focus. Model what you want to see.
Personalise to a child's interests, if possible.
Language - consider appropriate language choice: non-demanding / language promoting choice / reducing anxiety etc.
Keep instructions, routines and rules short, precise and positive. Consider a child's background and adapt accordingly.
Prepare for transition and change in relation to fieldwork activities.
Adapt classroom and activities according to individual sensory profile e.g. allow ear defenders or gloves to be worn etc for messy work / quieter work area etc.
TA support either 1:1 or small group.

Physical and Sensory Needs

Adaptions for visually impaired: altered seating / working near an adult during fieldwork / text size / sizes of maps and atlases / additional support through recorded instructions, verbal commentary / limit periods of visual strain / eliminate unnecessary copying from the board / pre and post teaching / use of equipment recommended by SFSS.
Adaptions for hearing impaired: adapt seating, your position to face the child / working near an adult during fieldwork / use signing to support / check understanding frequently / provide additional visual resources of spoken words / use additional visuals with new vocabulary / limit periods of auditory strain / pre and post teaching / use of equipment recommended by SFSS.
Physical needs: Use specific equipment provided and suggested by PDSS / consider classroom organisation to allow for child to have free movement where possible / bring activities to them / encourage more oral recording if appropriate / eliminate unnecessary copying or recording / consider tiredness and adapt activities accordingly with scaffolding / consider access during fieldwork activities.
Allow additional processing time / working time.

- Allow access to additional ICT equipment, where appropriate.

Sensory Processing

Make adaptations for sensory overload / slow or under responsive e.g., sensitive to noise (ear defenders or provide a quieter area to work) / sensitive to touch (adapt clothing / give gloves for messy work) / provide firm touch etc.

Provide planned sensory breaks.

Allow the use of functional objects / fiddle toys.

Allow objects for chewing.

Provide movement and calming breaks.

Appropriate demand on/for eye contact.

Prepare for sensory experiences when completing fieldwork outside of the classroom (if appropriate).

Consider adaptations e.g., special place in the line to avoid a sensory response.

Allocated seating.

Make environmental adaptations e.g., no need to go into assembly / lunch hall etc.

Follow advice from SFSS / EPS / SEMH team.

TA to support emotional regulation – follow Provision Map.