



**Geography at St.  
Andrew's Junior  
School**

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## **1. Timetable**

Geography is taught weekly in alternate half terms to History across all four year groups. Year groups are able to choose whether to teach all of their geography lessons in one week opposed to one lesson each week if they feel this is necessary.

## **2. Content of geography lessons:**

Geography is a school subject which will inspire a curiosity and fascination about the world and its people. It helps children to understand both the wider world and the world around them whilst enabling them to compare and contrast similarities of human and physical characteristics and how these are able to change over time. It provides them with opportunity to develop their knowledge of the world contextually as well as enabling them to be maximise their geographical skills through the use of fieldwork and map reading.

There are four core areas which must be delivered throughout the academic year:

### **1: Locational knowledge**

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **2: Place knowledge**

Understand geographical similarities and differences through the study of human and physical geography of:

- A region of the United Kingdom,
- A region in a European country (France)
- A region within South America (Brazil)

### **3: Human and physical geography**

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

#### **4. Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the eight points of a compass, four 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.

Teachers should use the Geographical Association Programme of Study to assist with planning. Within the Programme of Study, learning opportunities are set out. However, teachers must take into consideration pupils' development, prior understanding, readiness and needs and plan to be flexible according to these. Teachers may need to look at previous year group's lessons for some pupils in their class. Also, they may need to adapt geography lessons to meet the needs of their learners, for example, continents and oceans is a KS1 objective, however if the children don't retain this information it will need revisiting in order to consolidate and for further locational and place knowledge to make sense. Teaching in Year 3 should build on their previous knowledge and experiences.

#### **3. Marking:**

Pupils will complete some of their geography in their class big books as well as their individual books. These will be marked as and when is necessary to give pupils feedback both written and verbal. Verbal feedback should be provided throughout the learning so that children can be given advice on how to improve. Teachers should feedback to pupils as they feel necessary.

#### **4. Assessment:**

There are many reasons why it is important that learning in geography education is assessed, including:

- Pupils need opportunities to reflect on their learning
  - Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
  - Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
  - Assessment allows the leadership team, parents, governors and school inspectors to see geography education's impact on pupils and whole school outcomes, such as Ofsted judgements on individual's ability to demonstrate geographical skills as well as geographical knowledge.
- It is important an equal balance of the key branches of geography – Locational Knowledge, Place Knowledge, Human and Physical geography and Geographical skills and fieldwork- are taken into account when assessing and therefore it is crucial children have the opportunity to learn, develop and consolidate both these areas.

It is important to ensure that assessment is not solely reliant on written evidence so as not to create a barrier to the geographical learning. A mixture of oral and written examples as well as pictures of practical activities must be considered so children are able to use geographical language to explain concepts and highlight their understanding of different concepts. Therefore assessment for and of learning should be central to any geography education provision.

Teachers will use the St Andrew's Progression of Skills document and the St Andrew's Year Group Assessment Sheets as well as the identified sticky knowledge to assess individual's geographical learning.

Teachers can assess written work in Big Books and should be able to assess group or paired work depending on the lesson objective. Teachers will use a label template to assess children's understanding of the learning objective that day. Any pupils who are consistently not able to access their geography lessons and need additional support in this area should be discussed with SLT with the possibility of receiving additional support.

Assessment data will be added to Target Tracker at the end of each half term when the geography has been taught.

Pre-assessment and assessment for learning can also be evidenced through:

- -Quizzes (on previous years sticky knowledge as well as current year)
- Focussed quick 6 tasks which revisit and establish prior -
- -Working walls/mind maps
- - Diagnostic Questions
- -Diagrams

## **5. Planning:**

Lesson plans and resources may be taken from the Geography Association Scheme of Work. These can be adapted by teachers to meet the needs of all learners as necessary.

Planning needs to ensure there are opportunities to learn, develop and consolidate geographical skills as well as geographical knowledge.

Planning needs to ensure it builds on previous learning of their relevant and previous year groups. 'Quick Six' can be used to accommodate this, especially with locational and place knowledge so questions must be carefully considered and administered.

## **Intent for geography at St Andrews**

Geography at St Andrew's aims to ignite and foster children's natural curiosity and instill a fascination regarding our world and the many wonders it has to offer. We aim for children to become independent thinkers through channeling their own questions, thoughts and opinions which arise whilst they develop their contextual knowledge and awareness of the wider world.

In order for the children to take ownership of their learning and propose insightful questions, it is imperative they understand the different divisions of how the world is universally understood as well as subject-specific vocabulary. It is this that will enable them to have a clear purpose and direction with their questioning, which is why at the beginning of each year, we revisit and refresh our understanding of the seven continents and five oceans as well as deepen our learning with the ever-evolving global issue: climate change.

We recognise that in order for children to have a secure understanding of the world, they must first have strong foundations of their locality, which is why in LKS2 the children focus their learning of skills and knowledge through the local area and the United Kingdom before progressing to South America and then the wider world. This enables the children to deepen and extend their knowledge, make links with learning from the previous key stage and thus instill their confidence in the subject. This prepares them for KS3 in regards to consolidating and extending their knowledge of the world's major countries as they are able to have a secure understanding of significant places which maximises their opportunities to conclude similarities and differences regarding the human and physical geography.

Children are facilitated to explore and develop key concepts and skills required to develop a mastery of the subject. This is done through teaching the following key skills:

- Locational Knowledge-  
Understanding where a place is in the context of the world

- Place Knowledge  
Understand similarities and differences of diverse places

- Human and Physical Geography

Understanding the difference of these two key aspects and recognising how these can contribute to change over a period of time

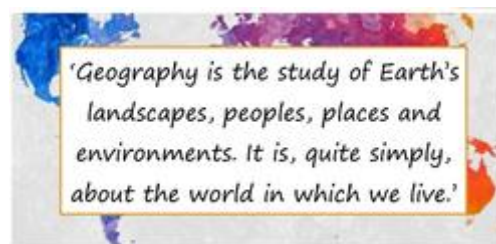
- Geographical skills and Fieldwork

Use fieldwork to observe, measure record and present the human and physical features

Use maps, globes and digital mapping to locate places

We teach our children to be aspirational and hope that our geography lessons enable our pupils to be ready for our modern world. Digi maps is one of the many tools we use to develop the skill of map reading, alongside the use of physical resources as we value the significance and importance of reading a map in equal balance. We also aim to provide a stimulus for children's learning by using a display of world clocks, which show the different times of different countries so the children can make instant comparisons. Furthermore, we set a school target of running to different locations around the world to coincide with our Daily Mile incentive.

Overall, it is our intention that geography lessons at St. Andrew's gives pupils the academic and personal skills whilst also developing their future aspirations.



## **Implementation**

The geography lead checks the long term plans to ensure coverage of the National Curriculum content and the geographical skills set out in the Rainbow Continuum. Geography is taught as a discreet subject in an opposite term to history. The terms when it will be covered differ throughout the year groups. The timing of the lessons have been carefully chosen so that children can create links to other subjects and build on relevant prior learning. For example, it is understood that children will have an understanding of the continents and the United Kingdom in Key Stage One therefore they can revisit, consolidate and deepen this knowledge when entering Key Stage Two. Alternative examples for links to other subjects can be seen through the reading text which is focussed alongside their geographical learning i.e Shackleton's Journey is read in Y6 at the same time they study Polar regions in order to maximise the opportunity of the children comprehend the real life event as well as challenging them with their geographical understanding. By teaching in blocks, children can achieve depth in their learning.

To create the interesting and engaging lessons, we use a variety of resources. Prime VR are a company we invite into our school to deliver high-quality content that develops the children's cultural capital whilst simultaneously creating memorable experiences. Furthermore, we maximise the use of the school grounds, our local area as well as planning trips further afield to ensure our curriculum prepares our children for real life and provides them with optimal opportunities to enhance their geographical skills through first hand observation. Home learning projects also add to the immersion and interest and allow parents and carers to be involved with their learning and foster home-school links in subjects other than reading. It also enables children to investigate how they personally can change their actions and behaviours to help combat climate change.

We are members of the Geographical Association which allows us to access high quality resources. This, in turn, leads to high quality planning and teaching of the subject. Lessons are planned to

allow all children to access the geography curriculum. The document 'What Greater Depth Looks Like at St Andrew's' allows teachers to plan lessons that will challenge the most able. SEND pupils are supported through differentiated learning activities. This may include differentiating through outcome, support or through simplifying the learning objective. We are careful to ensure that children do not always have to demonstrate learning through writing to ensure we can assess their geographical skills rather than their literacy ability.

As with all subjects, there is much information to take in. In order to help children retain key information, we use 'Quick 6' questions at the start of most lessons. These six questions revisit key facts and important information. Regular recall of such facts helps children commit them to their long-term memory, ensuring they will retain the 'sticky knowledge' for the end of Key Stage 2.

Geography 'Sticky Knowledge' – what children need to know by the end of Key Stage 2

- Locational knowledge
  - Locate the world's countries, using maps to focus on Europe and North and South America
  - Name and locate counties and cities of the UK
  - Understand how some human and physical characteristics have changed over time
  - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones
  
- Place Knowledge
  - Understand geographical similarities and differences through the study of human and physical geography
  - Physical Geography- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - Human geography: types of settlement and land use, economic activity including trade links and distribution of natural resources including: energy, food, minerals and water
  
- Geographical skills and fieldwork
  - Use range of mapping to locate countries and describe features studied
  - Use eight points of a compass, 4 and 6-figure grid references, symbols /key
  - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

Assessment is ongoing throughout each geography topic. Children start new topics by discussing or mind-mapping what they already know and what they want to find out as a pre-assessment activity. This activity caters and challenges all the children through the use of subheadings to offer direction with the topic to ensure the children are considering both knowledge and skills.

Assessment for Learning is used regularly in lessons and misconceptions quickly clarified.

Summative assessment takes different forms but may include a knowledge based test, a verbal quiz or a written activity where children demonstrate their learning.



## **Impact**

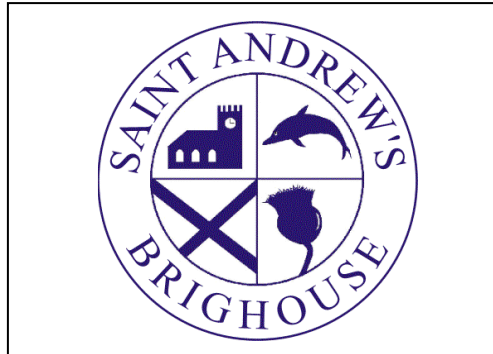
Each child's individual geography book and the whole class 'Big Books' show that geography is taught regularly and that the learning journey is recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary. Emphasis is placed on children having a secure understanding of the universal divisions of the earth so that they are able to be coherent when proposing individual questions or queries as well as sharing insights with their peers. By fostering children's natural curiosities and wonders with our world, as well as making reference to their personal experiences such as holiday destinations or favourite animals, the children will be encouraged to research topics independently to further their own enjoyment and fascination on the subject.

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through assessment and marking, tracking, book scrutiny and pupil interviews.



## St Andrew's CE (VA) Junior School

### Geography Policy



### ST ANDREW'S CE (VA) JUNIOR SCHOOL

*"Promoting Excellence Within a Caring Christian Community"*

### Geography Policy

#### **1 Aims and objectives**

**1.1** Promoting Excellence in a Caring Christian Community : St. Andrew's CE (A) Junior School is a community of teachers, pupils, parents and governors, who work together to develop the potential of each child, incorporating academic, social, spiritual, moral and physical development within a caring Christian environment. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

**1.2** The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;

- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

## **2 Teaching and learning style**

**2.1** We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

**2.2** We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which could include:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

## **3 Geography curriculum planning**

**3.1** We use the national curriculum as well as the Rainbow Continuum for geography as the basis for our curriculum planning to ensure the coverage of skills as well as objectives and content. We have adapted the objectives to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the

human activities and physical features provide a contrast to those that predominate in our own immediate area.

- 3.2** Our curriculum planning is in two phases (long-term and detailed medium-term). Our long-term plan maps the geography topics studied in each term. The geography subject leader liaises with teaching colleagues in each year group to ensure coverage is present. In some cases, we combine the geographical study with work in other subject areas to produce cross curricular work.
- 3.3** Our detailed medium-term plans are drawn up by individual teachers ensuring coverage and progression of skills and knowledge. The relevant programmes of study and specific learning objectives are stated on these plans. The geography subject leader reviews these plans where necessary.
- 3.5** We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.
- 3.6** We have subscribed to the Geographical Association Website which enables individual teachers to access a wide range of high quality planning ideas, resources and guidance with the delivery of geographical content.
- 3.7** 'Quick Six' (a document which includes six geographical questions) will be used at the beginning of each geography session. This will enable children to revisit previous learning as well as recapping locational knowledge. The questions will be carefully considered and written in accordance with the planning process.

#### **4 The contribution of geography to teaching in other curriculum areas**

##### **4.1 English**

Geography makes a significant contribution to the teaching of English in our school because it actively incorporates the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the English lessons are geographical in nature

and there are opportunities to deliver presentations. Children write about the features of countries and attributes of a locality can aid as a stimulus for story writing.

## **4.2 Mathematics**

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data. This data enables children to draw comparisons of similarities and differences, for instance with varying populations and enables the reading, ordering and comparing of large numbers.

## **4.3 Information and communication technology (ICT)**

We make provision for the children to use the computer in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning. Children use ICT in geography to enhance their skills in data handling and in presenting written work. Laptops, I-Pads and Chrome books may also be used as a research aid and tool for exploring localities e.g through Google maps. We also offer children the opportunity to use the digital camera to record and use photographic images.

## **4.4 Personal, social and health education (PSHE) and citizenship**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as helping the poor or homeless.

## **4.5 Spiritual, moral, social and cultural development**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

## **5 Teaching geography to children with special needs**

**5.1** Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Personal Provision Plans (PPP's).

## **6 Assessment and recording**

**6.1** We use AFL strategies to assess the children's work in geography as we observe the children during lessons. Once the children complete a piece of work, the teacher will mark and comment as necessary. At the end of the half term, which geography is taught, the teacher makes a summative assessment of progress and updates Target Tracker. This also enables the teacher to comment on the pupil's progress as part of the child's annual report to parents. This information is passed on to the next teacher at the end of the year.

**6.2** Examples of children's geography work are available in their individual geography books as well as whole class big books. The children's geography books will continue with the children into their next year group so they are able to re-visit and refer to prior learning and so that the teacher is able to see first-hand previous work that has been produced.

**6.3** The Quick Six document used in each geography lesson will highlight any misconceptions the children have as well as being a tool of Assessment for Learning for individual teachers on previous and current geographical learning.

**6.3** The progression of skills document is used as a planning tool to ensure teacher's plan accordingly to ensure the pupils have opportunities to achieve each objective outlined for their year group. Individual objectives can then be identified as strengths or areas for development during the transition meeting as the children move into the next year group.

**6.5** We have identified the 'sticky knowledge' for each year group and have produced knowledge organisers in accordance with this to ensure children retain and revisit content outlined in our long term and medium term plans.

## **7 Resources for the scheme of work**

- 7.1** A central resource is used to store equipment used for fieldwork, also maps, atlases and other map work materials, which may be used by more than one year group, and is the responsibility of the Geography subject co-ordinator. The library is also a source of good geography books. Funds to purchase new resources and to manage the curriculum will be determined by the outcome of bids made, before the end of the financial year, by the subject co-ordinator.
- 7.2** In each classroom there will be access to a globe as well as a world map to encourage children to be curious about the world, ask questions and take ownership of their learning/line of enquiry.

## **8 Fieldwork**

- 8.1** Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.
- 8.2** Teachers are encouraged to use the local environment in and around the school as a resource and to seek information on other useful sites, which may be visited. School visit guides and other information about such sites are kept in the central resource which is maintained by the subject co-ordinator.

## **9 Monitoring and review**

- 9.1** The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives the head teacher ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.



## Geography Long Term Overview

Overview	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3		<b>Continents &amp; climate change</b> 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 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	<b>Great Britain</b>		<b>Place knowledge</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Region of France</b>
Year 4	<b>Continents &amp; Climate change</b>	<b>Brazil and South America</b> 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			<b>Brighouse &amp; Local Area</b> 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.	
Year 5		<b>Continents &amp; Climate change</b> <ul style="list-style-type: none"> <li>describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> </ul>		<b>Rivers and Water Cycle</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<b>Fieldwork &amp; Land use</b>
Year 6	<b>Continents &amp; Climate change</b>	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)	<b>Polar Regions</b>		<ul style="list-style-type: none"> <li>describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> </ul>	<b>Mountains, Volcanoes and Earthquakes</b> <b>Fieldwork &amp; Land use</b>

## What does greater depth look like in geography?

### The 3 key aspects of pupil's achievement:

- **Contextual world knowledge**
- **Understanding of the conditions**
- **Competence in geographical enquiry**

Paddling

Snorkelling

Diving



### Key skills

- 1) **Levels of independence**: Children should show initiative when answering pertinent geographical questions without adult support. If research/ map reading causes further questions or lines of enquiry children will independently have a go at answering them and take ownership of their thoughts and learning.
- 2) **Confidence**: Children should be more than willing to use a range of resources E.G globe/atlas/ reading material to answer geographical questions in order to broaden their knowledge and deepen their understanding. They will not deter easily and shall only draw on teacher support as a last resort or to confirm their independent research.
- 3) **Explanation**: Children must be able to correctly use a wide range of key vocabulary and geographical terms when conversing. This will enable the children to make in depth comparisons regarding human and physical geography and be as accurate as possible when discussing the location of continents, countries and oceans.
- 4) **Communicate**: Children must be able to confidently share their geographical learning in a way that is coherent and clear. A wide range of mediums will be demonstrated over the course of the year and children should choose how they wish to present their information in order to achieve this: such as writing, drawing, symbols and keys. The children should offer insight, reasoning and justifications for the opinions or conclusions they form as a result of their perceptions and learning.
- 5) **Re-Visit**: Children will not only show a secure understanding and obtain fluent knowledge of the UK and wider world but will also readily and actively draw on previous learning to form deeper connections, justifications and reasoning as well as to enhance their own understanding.

### Dimensions of Progress

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.
- Extending from the familiar and concrete to the unfamiliar and abstract
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments
- Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs

- Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry

The national curriculum for geography aims to ensure that all pupils:

- **Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes**

At greater depth children should be able to:

1. Ask and answer a **good range** of pertinent geographical questions.
2. Have a **fluent knowledge** of the countries within the UK, the world's continents, oceans as well as a range of European countries
3. There is a good awareness of the countries in South America and a **deep understanding** of Brazil which they can **confidently discuss** and **explain**
4. Be able to recognise the type of place somewhere is based on its characteristics and discuss its features
5. There is an **in depth understanding** of and some **excellent descriptions** of the significance of geographical features and zones

- **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**

At greater depth children should be able to:

1. Have a **clear understanding** and **be able to explain** the difference between human and physical geography
2. Use **key language accurately and consistently** within their written and verbal work
3. Have a **fluent knowledge** of biomes and climate zones and **be able to explain** how these physical features contribute to a place
4. Compare places using the careful and correct terminology to **offer reason and explanation** when looking at similarities and differences to **create insightful comparisons**
5. Have a **secure understanding** of how climate change is influenced by human behaviour (deforestation, plastic pollution, global warming) and be able to **confidently and independently discuss in detail** the cause and effect this has to our planet



Year Three

- Understand how to use the contents and index page of an Atlas
- Locate and identify the 7 continents on a map and a globe
  - Antarctica – North America –South America –Europe –Africa –Asia –Australia
- Locate and identify the 5 oceans on a map and a globe
  - Arctic – Atlantic –Pacific –Southern –Indian
- Locate and identify the UK on a map and a globe
- Name the 4 countries of the United Kingdom and the surrounding seas
  - Scotland –England –Wales –Northern Ireland
  - The North Sea, Irish Sea, Celtic Sea, English Channel
- Name and locate some counties of the United Kingdom
  - Yorkshire and the Humber –West Yorkshire
- Name and locate some cities of the United Kingdom
  - London –Edinburgh –Belfast –Cardiff –Leeds
- Know that France is in Europe and locate it on a map and globe
- Know that Paris is the capital city of France.
- Recognise comparisons and differences between a region of France and the UK
  - France is (western) mainland Europe, the UK is not
  - Recognise it is a different time in France to in the UK
  - French is the spoken language
  - France has similar seasons to the UK (warm summers, cool winters)
  - France is generally warmer in the UK because it is closer to the equator
  - Recognise the difference between the terms weather and climate
  - Recognise the different currency (£ and €)
  - France has taller mountains than the UK
  - Name 1 river in France and 1 in the UK
  - Know that the source is where a river starts and the mouth is where it finishes
  - Know that you can travel to France in a car
  - Recognise the flag of France and the UK
- Use the 4 points of a compass using the mnemonic (Naughty Elephants Squirt Water/ Never Eat Shredded Wheat) as support
- Use a map and positional/directional language to plan a simple route
- Know the difference between human and physical geography
- Use basic human and physical geographical vocabulary when talking about regions of the UK and European countries
  - Continent –Country –Region –County –City –Weather – Currency – river
  - mountain – landmark –ocean
  - Understand what the term 'Climate Change' means
- Suggest ways towards a reduction in climate change



## Year Four

- **Locate and identify the 7 continents** on a map and a globe
  - Antarctica – North America –South America –Europe –Africa –Asia –Australia
- **Locate and identify the 5 oceans** on a map and a globe
  - Arctic – Atlantic –Pacific –Southern –Indian
- Name and locate some counties of the United Kingdom
  - Yorkshire and the Humber -West Yorkshire - North Yorkshire
  - East Riding of Yorkshire – South Yorkshire
- **Name and locate some cities** of the United Kingdom
  - **London** -Edinburgh -Belfast -Cardiff -Leeds -Manchester
  - York -Liverpool
- **Locate Russia on a map and a globe and know that this is the biggest country in the world**
- **Locate Brazil** on a map and a globe
- **Make comparisons** including both similarities and differences between Brazil and the UK
  - **Recognise that Brazil is in South America and the UK is in Europe**
  - Recognise it is a different time in Brazil to in Europe/UK
  - Portuguese is the spoken language in Brazil
  - **The capital city of Brazil is Brazilia and the capital city of England is London**
  - Brazil does not have typical seasons like the UK does as much of the climate is tropical (because it is closer to the equator)
  - Recognise the difference between the terms weather and climate
  - Brazil is larger than the UK and has a larger population
  - 60% of the Amazon rainforest is in Brazil
  - Know that different animals live in the rainforest to a UK forest
  - **The Amazon River is in Brazil (the second largest in the world)**
  - The currency in Brazil is real and in England it is the sterling pound
  - The Rio Carnival is famous and celebrated each year
  - **Recognise the flag of Brazil and the UK**
- Draw a map of the local area and include a key
- **Understand that Brighouse is a town**
- **Understand the difference between a village, a town and a city.**
- Use 4 figure grid references to locate places on a map
- Recognise the differences between and define human and physical features
- Use the **8 points of a compass using the mnemonic (Naughty Elephants Squirt Water)** as support
- **Use basic human and physical geographical vocabulary when talking about different places**
  - **Continent** -**Country** -**Region** -**County** -**City** -**Weather** - Currency - river
  - mountain - landmark -ocean
- **Discuss ways of improving the local environment and a reduction in climate change**
  - Know that deforestation is contributing to climate change
  - Discuss why deforestation happens
  - Discuss how we can reduce the levels of deforestation

## Year Five



- **Locate and identify the 7 continents** on a map and a globe  
-Antarctica – North America –South America –Europe –Africa –Asia –Australia

**Locate and identify the 5 oceans** on a map and a globe

- Name and locate some counties of the United Kingdom
  - Yorkshire and the Humber -West Yorkshire - North Yorkshire
  - East Riding of Yorkshire – South Yorkshire - Cumbria – Northumberland -Greater London
- **Name and locate some cities of the United Kingdom**
  - London -Edinburgh -Belfast -Cardiff -Leeds -Manchester
  - York -Liverpool – Glasgow - Birmingham -Nottingham
- **Name and locate some countries in Europe** and **some major capital cities**
  - France, Italy, Germany, Spain
- Use **basic human and physical geographical vocabulary** when talking about regions of the UK and European countries
  - Continent -Country -Region -County -City -Weather - Currency - river -mountain - landmark -ocean
- **Name and locate Russia** on a map and globe: understand it is the largest country and is home to the largest river in Europe
- **Recognise how to identify a river on a map**
- Understand that **water always flows downhill**
- Identify the surrounding areas of some rivers and the places it flows through using a map E.G Brazil- Amazon, Egypt-Nile, London-Thames, Brighouse-Calder
- Use 4 figure and 6 figure grid references to help describe the location of a river
- Understand and use terminology to describe the different parts of rivers
  - Source - Mouth -Channel - flow - meander -tributary
- Understand that there are 3 parts to a river
  - Upper -Middle -Lower
- Use directional and positional language to describe the journey of a river
- **Show an understanding of some famous rivers and their locations**  
E.G Thames- London Nile- Egypt Amazon-Brazil Loire-France
- Understand what the water cycle is- Verbally define it.  
(The journey that water takes as it moves from the land to the sky and back again)
- **Understand that many settlements are next to rivers because they are a natural water source**
- **Understand that rivers provide us with a natural water supply but the water is cleaned before we drink it**
- Understand that humans use rivers for various reasons (leisure and necessity) but human behaviour can affect the health of a river and its ecosystems.
- **Discuss** why climate change is putting more pressure on rivers and oceans  
**(Plastic Pollution)**
  - Know that plastic pollution is contributing to climate change
  - Discuss use of single use plastics and how society is tackling this issue
  - Discuss the importance of recycling



## Year Six



- **Locate and identify the 7 continents** on a map and a globe  
-Antarctica – North America –South America –Europe –Africa –Asia –Australia

**Locate and identify the 5 oceans** on a map and a globe

- **Name and locate some counties of the United Kingdom**
  - Yorkshire and the Humber -**West Yorkshire** - North Yorkshire
  - East Riding of Yorkshire – South Yorkshire - Cumbria – Northumberland -Greater London -Cornwall -Dover -Somerset -Essex
- **Name and locate some cities of the United Kingdom**
  - **London** -**Edinburgh** -Belfast -Cardiff -**Leeds** -**Manchester**
  - York -Liverpool – Glasgow - Birmingham -Nottingham - Middlesbrough
- Name and locate some countries in Europe and know their major capital cities
  - **France-Paris**, Italy-Rome , Germany-Berlin, Spain- Madrid
- **Use basic human and physical geographical vocabulary when talking about regions of the UK and European countries**
  - **Continent** -**Country** -Region -**County** -**City** -**Weather** - **Climate** - **Currency**  
- **River** -**Mountain** - **Landmark** -**Ocean** - Biome
  - Tundra - Volcano -Earthquake
- Understand that the Arctic and Antarctica are polar regions
- **Locate the Arctic and Antarctica on a map and a globe**
- Understand the different divisions of the earth
  - **North Pole** - Arctic Circle – Tropic of Cancer - **Equator** - Tropic of Capricorn - Antarctic Circle - **South Pole**
- Understand that Tundra is a biome and is found in Northern regions
- **Understand the Northern Hemisphere and Southern Hemisphere is separated by the Equator**
- Understand the Eastern Hemisphere and Southern Hemisphere is separated by the Prime Meridian
- **Understand the Prime Meridian is used to determine different time zones**
- Understand there are **24 different time zones** so that is why it is a different time in different countries
- Arctic is in the NH and Antarctica is in the SH
- Lines of Latitude run East to West and Lines of Longitude run North to South
- **Antarctica is a continent whereas Arctic is an Ocean**
- **Polar bears are native to the Arctic whereas penguins are native to Antarctica**
- **Antarctica is colder than the Arctic**
- People live in the Arctic but nobody permanently lives in Antarctica- Scientists carry out research
- Nobody owns Antarctica- it is protected by the Treaty
- **There are two seasons in the polar regions but there are four in the UK**
- Discuss why climate change is putting more pressure on the polar regions
  - Know that **Global Warming is contributing to melting ice**
  - **Melting Ice will result in rising water levels**- link this to knowledge of rivers
  - Discuss the importance of reducing our carbon footprint

## Mountains, earthquakes and volcanoes.



- Understand an Earthquake is a violent shaking of the ground
- Understand a Volcano is an opening in the earth's crust
- Understand a mountain is a large landform that rises above surrounding land
- Understand mountains can have different shapes
- Understand the summit is the top of a mountain and the foot is the bottom.
- Understand the Earth has different layers
  - Inner Core -Outer Core -Mantle -Crust
- Understand the Crust is broken into pieces called Tectonic Plates
- Understand the Continents were once connected ( Pangea)
- Understand there are different types of volcanos (e.g composite and shield) and identify some differences
- Understand that the majority of volcanos are found at 'The Ring of Fire'
- Know the different parts of a volcano
- Understand the difference between magma and lava
- Understand earthquakes are measured using a Richter Scale and Mercalli Scale
- Understand volcanic eruptions can have positive and negative effects
- Understand that the effects of an earthquake can depend on a country's PPP.  
(Prepare, Plan, Protect)
- Identify that the Alps are one of the great mountain ranges in Europe
- Show an understanding of the 'The Three Peaks' and know that these mountains are in the UK  
( Ben Nevis, Scafell Pike and Snowdon)
- Name and locate some famous mountains and volcanoes
  - Mount Blanc- highest peak in the Alps
  - Ben Nevis- highest mountain in the UK
  - Mauna Loa- largest active volcano on earth (Hawaii)
  - Mount Erebus- most active volcano in Antarctica
  - Mount Vesuvius- A volcano in Italy (most famous eruption when the Roman City in Pompeii was buried)
- Understand that tourism and mountains is a controversial issue (pollution)
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to locate mountains and volcanoes as well as to build their knowledge of the United Kingdom and the wider world.



## **End of KS2 Sticky Knowledge**



- Identify the difference between human and physical geography
- Identify 7 continents and 5 oceans
- Know and name the 8 points of a compass
- Know and name the North Pole, NH, Equator, SH and South Pole
- Know and name Greenwich Meridian, EH and WH
- Know that lines of longitude are N-S and latitude are E-W
- Know what is meant by Tropics (Tropic of Cancer/Capricorn)
- Know that there are different time zones – Eastern Hemisphere will be ahead of UK and Western Hemisphere will be behind.
- Know the difference between a continent and a country
- Know the UK consists of 4 countries and identify their capital cities
- Know the names of at least 8 counties and 6 cities in England
- Use a map/globe to locate and name a variety of European countries (minimum 4)
- Know that Russia is the largest country in Europe
- Identify a range of capital cities of European countries (minimum 4)
- Know at least five differences between living in the UK and a Mediterranean country
  
- Know the names of some countries in South America
- Know what is meant by biomes and what the features are of a specific biome
- Recognise the difference between a temperate and tropical climate
- Know that Brazil is in South America
- Know that the Amazon rainforest and river is in Brazil
- Label the different layers of a rainforest & know what deforestation is
- Know key differences between living in the UK and Brazil
- Know what some/most Ordnance Survey Symbols stand for
- Know the difference between a town, city and a village
- Know how to plan a journey using a roadmap
- Know how to use 4 and 6 figure grid references
  
- Know and label the major features of a river
- Know the name of and locate a number of the world's longest rivers
- Know, name and locate the main rivers in the UK
- Use Digi-maps, google earth and maps to locate different countries and follow the journey of a river
- Know that there are different types of land use and why this is important
- Explain why most cities are located by a river
- Explain the features of a water cycle
- Know why industrial areas are important
- Know main human and physical differences between developed and third world countries
- Know that extreme weather can impact the environment
- Know what causes an earthquake
- Label the different parts of a volcano
- Know the names of and locate some of the world's deserts
- Know where the main mountain ranges are in the UK
- Know the names of a number of the world's highest mountains
- Know what the different colours in an atlas symbolise (mountains- brown)
  
- Know how to use a contents and index page in an atlas
  
- Recognise some major flags of Europe