

Geography Curriculum

Intent

At Jotmans Hall, we intend our high quality Geography curriculum to be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

We intend to inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also intend children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We intend children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

| | Autumn | Spring | Summer |
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| EYFS ELG | Comments or asks questions about aspects of their familiar world such as the place where they live; shows an interest in different occupations and ways of life. | Looks closely at similarities, differences and change. | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Showing curiosity about objects, events and people |

| | | Autumn | Spring | Summer |
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| Year 1/2 | Year A | Weather Patterns & Seasons (Childhood) | Around the World (Travel & Transport) | Seas & Coasts (Holidays) |
| | Year B | Local Area (Houses & Homes) | London | My World (Explorers) |

| Year 1/2 | What are we learning? | Vocabulary | What knowledge and understanding will we gain? | What key skills will we learn? | How will these be assessed? |
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| Autumn – Year A Weather Patterns & Seasons | <ul style="list-style-type: none"> • Can you describe the weather today/this week? • Can you describe the weather in this country in the different seasons? • Can you describe the climate in a country near to the Equator? • Can you describe the weather in a country near to the North/South Pole? • Can you say which months are in which season in this country? | Atmosphere, Climate, Coastal, Compass Point, Continent, Country, Equator, Human Geography, Map, Monsoon, North/South Pole, Overcast, Physical Geography, Season, Sleet, Temperature, Weather | Students will draw on their own experiences of different types of weather and the seasons. They will keep a weather diary and use weather recording equipment. They will use weather vocabulary to describe the weather in the UK and in other countries. | <ul style="list-style-type: none"> • 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 • 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 | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher |
| Spring - Year A Around the world | <ul style="list-style-type: none"> • Can you name the 7 continents? Can you name any of the world's oceans? | Atlas, Capital City, Continent, Country, Currency, | Most students can name the 7 continents and some of the world's oceans. They can name a country on each continent. They can identify which country is most like the UK. | <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • use basic geographical vocabulary to refer to key physical features, including; | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher |

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| | <ul style="list-style-type: none"> • Can you name a country on each continent? • Can you tell me something that I could go and see in that country? • Can you tell me the name of an animal from that country and describe their habitat? • Can you name a country that is like the UK and say why? | Habitat, Human Geography, Lake, Landmark, Map, Mountain, Ocean, Physical Geography, Sea | They can draw on their own experiences from holidays and trips to add to their knowledge. | <p>mountain, sea, ocean, river, vegetation and weather.</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to key human features, including: city, town • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | |
| Summer – Year A Seas & Coasts | <ul style="list-style-type: none"> • Can you name the 7 continents? Can you name any of the world’s oceans? • Which seas are around the UK? • Can you use the points of the compass to give directions from one place in the UK to another? • What activities do we use the coast and the beach for? • Can you compare your local beach to the beach in a non-European country? | Atlas, Beach, Cave, Coast, Cliff, Compass Point, Continent, Country, Harbour, Human Geography, Map, Pier, Port, Ocean, Physical Geography, Sea | Most students will be able to name the even continents and some of the oceans; they will be able to name the seas around the UK. They will know what the points of the compass are for. They will be able to identify physical and human features at coastal places in both the UK and other countries. | <ul style="list-style-type: none"> • name and locate the world’s 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • 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 • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean. • use world maps, atlases and globes to identify the United Kingdom and its countries, as | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher |

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| | <ul style="list-style-type: none"> • Can you use aerial photographs to identify Human and Physical features? | | | <p>well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • 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. • 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>Autumn - Year B</p> <p>Local Area</p> | <ul style="list-style-type: none"> • Can you find your local area on a map? Your town? Your road? The school? • Is your local area a city, town or a village? • Can you describe the different types of housing in the local area? • Can you say which shops and services are in your local area? • Can you name somewhere that is | <p>Local area, job, work, aerial view, house, home, compass, north south, east, west, detached, semi-detached, flats, cottage, school, caravan, terraced, county, country,</p> | <p>Most students will be able to give their address and the address of the school. They will be able to identify different types of housing in the area and shops and services in the area. They will be able to name other settlements in the local area and suggest ways to improve it.</p> | <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • 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. • use basic geographical vocabulary to refer to key human features, | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> |

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| | north/south/east/west of your local area? <ul style="list-style-type: none"> • How could you improve your local area? | continent, village, town, city | | including: city, town, village, factory, farm, house, office, and shop | |
| Spring – Year B Let's Explore London | <ul style="list-style-type: none"> • Can you name the 4 countries of the United Kingdom? • What is the Capital city of England? Can you name any other capital cities in the UK? • Why would you need to use a compass? • Can you name a landmark that is built on the River Thames? • Can you plan a trip to London and use a map as part of it? • How is London different to Benfleet/Where you live? | Atlas, Capital City, City, Compass Point, Continent, Country, Globe, Human Geography, Language, Landmark, Map, Ocean, Physical Geography, Population, River, Sea, Town | <p>Use basic geographical vocabulary to refer to: key physical features (River Thames) and key human features (London Transport, The underground system, St Pauls, London Eye, Houses of Parliament, the Shard, The Gherkin etc.).</p> <p>Able to name the 4 countries of the UK and their capital cities.</p> <p>Know what a geographical compass is for.</p> <p>Follow a simple map.</p> <p>Use geographical vocabulary to compare 2 places.</p> | <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher |
| Summer – Year B My World | <ul style="list-style-type: none"> • Can you name the 7 continents? Can you name any of the world's oceans? | Atlas, Capital City, Climate, Coast, Continent, Country, Equator, Forest, Globe, Habitats, | Most students will be able to name the continents and some of the oceans. They will be able to identify physical and human features of two places and | <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • understand geographical similarities and differences through studying the human and physical geography of a | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. |

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| | <ul style="list-style-type: none"> • Can you compare Ecuador to the UK? What is it like to live there? • Can you use aerial pictures to identify different features? • Can you find the North Pole/South Pole/Equator on a world map/globe? Can you compare the climate in these places? • Can you follow a map using symbols? • Can you make a map of your local area using symbols? | <p>Human Geography, Landmark, Map, Mountains, North Pole/South Pole, Ocean, Physical Geography, River, Sea, Seasons</p> | <p>compares them. They will be able to identify features on an aerial photograph and find places on a globe. They will be able to follow a simple map.</p> | <p>small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | <p>On-going formative assessment by class teacher</p> |
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| Year 3/4 | Year A | Countries of the World | Italy Today | Where does our food come from? |
| | Year B | Our European Neighbours | In the Desert | Investigating the Local Area |

| Year 3/4 | What are we learning? | Vocabulary | What knowledge and understanding will we gain? | What key skills will we learn? | How will these be assessed? |
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| Autumn – Year A Countries of the World | <p>Can you name the 7 seven continents? What is the difference between a country and a continent? How many countries and their capital cities can you name? Describe the weather in countries close to the Equator. Can you name a country with a range of climates? What is a time zone?</p> | <p>Atlas, Biome, Capital City, City, Climate, Coast, Compass Point, Continent, Country, Equator, Globe, Human Geography, Language, Ocean, Physical Geography, Population, Sea, Temperate, Tropical</p> | <p>Locating the world’s countries on different types of maps and naming the 7 continents.</p> <p>Naming features of physical geography for a country</p> <p>Describing weather in a country using climate vocabulary</p> <p>Explain and use examples of time zones</p> | <ul style="list-style-type: none"> • Locate the world’s countries, using maps, concentrating on their key physical features. • Describe and understand key aspects of physical geography, including climate zones, biomes, rivers and mountains. • Understand geographical similarities and differences, such as climate, location, language. • Use maps, atlases globes and digital/computer mapping to locate countries and describe the features studied. | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p> |
| Spring – Year A Italy Today | <p>Which continent are both Italy and the United</p> | <p>Atlas, City, Climate, Coast, compass points, Continent, Country, Harbour, Human features, Landscape, Map,</p> | <p>Locating the world’s countries on different</p> | <ul style="list-style-type: none"> • Locate Italy and the UK on maps and in atlases; use compass points to describe their locations, including | <p>Students will be assessed on the key skills in the National Curriculum</p> |

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| | <p>Kingdom in? Can you find them on a map?</p> <p>Which countries border Italy?</p> <p>Can you name some ways in which Italy and the UK are similar?</p> <p>Can you name some ways in which Italy and the UK are different?</p> <p>Can you describe some aspects of the human geography of Italy?</p> <p>Can you describe some aspects of the physical geography of Italy?</p> | <p>Migration, Mountain, Port, River, Tourist, Trade, Village.</p> | <p>types of maps and naming the 7 continents.</p> <p>Naming features of physical geography for both Italy and the UK</p> <p>Naming features of human geography for both Italy and the UK</p> <p>Making a comparison of the two countries, using the above features.</p> | <p>naming those countries that border them.</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences between Italy and the UK • Understand key aspects of physical geography including Italy's climate, mountain ranges, coastline and rivers and compare them to the UK. • Understand key aspects of human geography including Italy's major settlements and culture and compare them to the UK. | <p>through showing they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p> |
| <p>Summer Term – A</p> <p>Where does our food come from?</p> | <p>What is the equator and can you find it on the map?</p> <p>Can you name a country that has a tropical climate and describe the climate?</p> <p>What is a 'biome'?</p> <p>Can you identify lines of longitude and latitude on a map?</p> <p>What sort of climate does the UK have and how does it affect the type of food that is produced?</p> <p>Can you explain some of the ways that food is transported around the world?</p> | <p>Biome, Climate, Coast, Continent, Country, Equator, Hemisphere, Human features, Landscape, Latitude, Longitude, Mediterranean, Rainforest, Temperate, Trade, Tropic, tropical.</p> | <p>Locating the equator, north Pole and South Pole; hemispheres and lines of longitude and latitude</p> <p>Naming a locating equatorial countries on a map.</p> <p>Describing weather in a country using climate vocabulary</p> <p>Naming features of physical geography for a country</p> | <ul style="list-style-type: none"> • Locate the world's countries using maps, concentrating on environmental regions and key human and physical features. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • 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 | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p> |

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| | | | <p>Naming features of human geography for a country</p> | <p>country, and a region in North America</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography: climate zones and biomes • 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>Autumn Term – B</p> <p>Our European Neighbours</p> | <p>What is the difference between the human and the physical geography of a country?</p> <p>What is the difference between a country and a continent?</p> <p>How many countries and their capital cities can you name? Can you find them on a map?</p> <p>Can you find similarities and differences between two European cities?</p> <p>Can you use a range of resources to find out about a European country?</p> | <p>Capital City, City, Climate, Coast, Continent, Country, Currency, Flag, Government, Human Geography, Language, Physical Geography, Population.</p> | <p>Locating the world's countries on different types of maps and naming the 7 continents.</p> <p>Naming features of physical geography for a European city</p> <p>Naming features of human geography for European city</p> <p>Making a comparison of the two cities, using the above features.</p> | <ul style="list-style-type: none"> • Locate Europe's countries, using maps, concentrating on their key physical and human characteristics, countries and cities. • Describe and understand key aspects of human geography, including: types of settlement and landuse. • Use maps, atlases globes and digital/computer mapping to locate countries and describe the features studied. • Understand geographical similarities and differences through the study of the human and physical geography of a region of the United | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p> |

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| | | | | Kingdom and a region in a European country | |
| <p>Spring – Year B</p> <p>In the Desert</p> | <p>What is a desert? Can you find some on a map?</p> <p>What is the difference between weather and climate?</p> <p>Describe the weather and climate of a desert. How are deserts made? Can you identify some ways in which humans use deserts? What is desertification?</p> | <p>Arid, Atlas, Climate, Compass points, Continent, Country, Desert, Desert dweller, Desertification, Dune, Human features, Irrigation, Landscape. Map, Mountain, Precipitation, Temperature, Weather.</p> | <p>Use climate vocabulary to describe weather and climate in different countries</p> <p>Compare physical and human features of deserts in different countries</p> <p>Identify how humans use deserts</p> <p>Understand how deserts are formed</p> | <ul style="list-style-type: none"> ● 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 and key physical characteristics. ● describe and understand key aspects of physical geography, including: climate zones and biomes. ● 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p> |

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| <p>Summer – Year B</p> <p>Investigating the Local area.</p> | <p>Which continent/country/county do you live in? Can you explain the difference between them? Can you identify any major cities in the UK? Can you give directions to other places in the UK from the local area, using compass points? Can you describe the physical geography of the local area? What range of services are there in the local area? If you were to persuade someone to move to the local area, which information would you give them?</p> | <p>Agricultural, City, Coastal, Compass points, Commercial, Continent, Country, County, Human features, Industrial, Landscape, Map, physical features, Population, Residential, River, Services, Urban, Village.</p> | <p>Use compass points and directional language to find places in the UK</p> <p>To know the major cities of the UK and find them on a map</p> <p>To describe the physical features of the local area</p> <p>To describe the human features of the local area</p> <p>To identify the features that make the area attractive to other people</p> | <ul style="list-style-type: none"> • Understand key aspects of human geography including the UK's major settlements and culture. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time • use the 8 points of a compass, 4 and 6-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. | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p> |
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| Year 5 /6 | Year A | Extreme Earth | Marvelous Maps | Investigating Coasts |
| | Year B | Raging Rivers | North America | South America |

| Year 5 / 6 | What are we learning? (Key Questions) | Vocabulary | What knowledge and understanding will we gain? | What key skills will we learn? | How will these be assessed? |
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| Autumn – Year A Extreme Earth | <p>What are the sections of the Earth's crust called?</p> <p>How does the location of tectonic plates link to natural disasters?</p> <p>Can you label the different layers of the Earth?</p> <p>Describe what happens to cause a volcanic eruption.</p> <p>How does climate influence extreme weather?</p> <p>What are the main features of an Earthquake?</p> | <p>Active, Climate, Core, Crust, Dormant, Earthquake, Erupt, Lava, Magma, Mantle, Molten, Mountain, Peak, Range, Summit, Tectonic Plates, Tornado, Tsunami, Volcano.</p> | <p>Explain how a volcanic eruption happens and the affects on the local area</p> <p>To identify the physical features of the earth that are linked to volcanic eruptions and earthquakes</p> <p>To know how weather and natural disasters are linked</p> | <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Arctic and Antarctic Circle • describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p> |

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| <p>Spring – Year B</p> <p>Marvellous Maps</p> | <p>Can you use an atlas to identify specific human and geographical features?</p> <p>Can you identify the features of an area using the symbols on an OS map?</p> <p>Can you give directions using compass points?</p> <p>4 Can you use 4 figure grid references to find a feature on a map? Can you do the same with 6-figure grid references?</p> <p>Can you use maps to explain the way that landuse has changed in your local area?</p> | <p>Atlas, Key, Symbol, Compass Points, Grid reference, Easting, Map, Northing, Route, Directions.</p> | <p>Reading 4 and 6 figure grid references to identify features</p> <p>Recognizing OS map symbols, using a key</p> <p>Identifying human and physical features on an OS map</p> <p>Comparing maps from different times and comment on similarities and differences</p> | <ul style="list-style-type: none"> •To locate the world’s countries, using maps to focus on •Europe (including the location of Russia) and North and South America by using an atlas. •To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human •and physical characteristics and land-use patterns; and •understand how some of these aspects have changed •over time •to use maps, atlases, globes and digital/computer mapping •to locate countries and describe features studied •To use the eight points of a compass to build knowledge •of the United Kingdom and the wider world | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher</p> |
| <p>Summer - Year B</p> <p>Investigating Coasts</p> | <p>How does weather and climate affect the formation of a coastline? Why are the coastal areas in the UK all different?</p> <p>Describe some of the ways we can manage the coastline.</p> <p>How are different coastal features formed? Identify</p> | <p>Arch, Caves, Bay, Beach, Cliff, Coast, Coastal erosion, Erosion, Headland, Human features, Landscape, Peninsula, Physical Features, Stack, Stump, Transportation.</p> | <p>Use climate vocabulary</p> <p>Describe how coastlines are formed and changed over time</p> <p>Describe the coastline in the local area and compare it to another area in the UK</p> | <ul style="list-style-type: none"> • name and locate 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. • describe and understand key aspects of physical | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p> |

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| | <p>one and explain the process.</p> <p>How has our use of the coastline changed over the years? Why?</p> | | | <p>geography, including: climate zones, biomes, rivers and the water cycle</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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>Autumn – Year B</p> <p>Rivers</p> | <p>Can you name some of the world’s rivers and find them on a map?</p> <p>Describe what happens at each stage of the Water Cycle.</p> <p>What is erosion and how does it change the landscape?</p> <p>How do we use rivers?</p> <p>Can name some of the features of a river and</p> | <p>Climate, Clouds, Coast, Condensation, Deposition, Erosion, Evaporation, Human features, Landscape, Meander, Mountain, Physical Features, Precipitation, Ox-Bow Lake, River, Transportation, Tributary, Water Cycle.</p> | <p>Identify major rivers of the world and locate them on a map; know which continent and country they are in.</p> <p>Explain the water cycle and how rivers are involved</p> <p>Explain what erosions is and how it changes the landscape over time</p> | <ul style="list-style-type: none"> • name and locate 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. • describe and understand key aspects of physical geography, including: | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p> |

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| | identify them on a picture or a map? | | | climate zones, biomes, rivers and the water cycle <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | |
| Spring – Year B North America | <p>Why is there such a range of climates in North America?</p> <p>Can you use an atlas to describe the physical features of a state/country in North America?</p> <p>Which biomes are there in North America? Can you identify an example of one?</p> <p>How many North American countries and their capital cities can you name?</p> <p>Can you research and present an information piece on a place in North America? Can you compare it to a similar place in the UK?</p> | Canyon, City, Climate, Compass points, Continent, Country, Equator, GMT: Greenwich Mean Time, Human features, Landscape, Mountain, River, Temperate, Time Zone, Tourist, Trade, Tropics, Weather | <p>Use climate vocabulary to describe biomes, weather and climate in different parts of North America</p> <p>Name North American countries and their capital cities</p> <p>Naming features of physical geography for a place in North America</p> <p>Naming features of human geography for a place in North America</p> <p>Comparing a place in North America and the UK using geographical language</p> | <ul style="list-style-type: none"> • 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 | Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher. |

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| | | | | <p>European country, and a region in North or South America</p> <ul style="list-style-type: none"> • 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | |
| <p>Summer – Year B</p> <p>South America</p> | <p>Can you describe the different climates in South America?</p> <p>Can you use an atlas to describe the physical features of a country in South America?</p> <p>Can you name some of the industries in South America?</p> <p>How many South American countries and their capital cities can you name?</p> <p>Can you research and present an information</p> | <p>City, Climate, Continent, Country, Equator, Human features, Landscape, Map, Mountain, Port, River, Tourist, Trade, Tropics, Weather</p> | <p>Use climate vocabulary to describe biomes, weather and climate in different parts of South America</p> <p>Name South American countries and their capital cities</p> <p>Naming features of physical geography for a place in South America</p> <p>Naming features of human geography for a place in South America</p> | <ul style="list-style-type: none"> • 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 | <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p> |

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| | piece on a place in South America? | | Describing a place in South America using geographical language | Prime/Greenwich Meridian and time zones (including day and night) <ul style="list-style-type: none"> • 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 | |
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Impact

End points are set by the National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the programme of study.

In order to achieve the Intent of the Geography curriculum, assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap. All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils' progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children's knowledge at the end of each unit by asking the Key Questions identified on the Geography Knowledge Organisers. The children will be able to answer them, showing that they know more, remember more and are able to do more.

Subject leader monitoring will include the following aspects:

- Work sampling to ensure development of key learning and key vocabulary;
- Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils;
- Monitoring planning to ensure full coverage of the curriculum;
- Checking that there are opportunities to use and apply reading and writing skills in each subject area, consistent with quality in Literacy books.
- Monitoring language skills – ensuring pupils understand key vocabulary;
- Climate walks;
- Lesson visits;
- Gathering and responding to stakeholder's views, including pupils;
- Links to other areas of the curriculum including PSHE, Relationships, Healthy Schools, Behaviours for Learning, British Values and Equality;

Subject leaders will:

- Work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.
- Produce an annual Action Plan to work on key development points.