Freehold Community Primary Academy

Geography Curriculum Catalogue

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Meet Freehold's Geography Subject Leader

Mrs Schofield



More about me ...

I am Mrs Schofield and I am the Geography lead here at Freehold. I am new to this role this year having previously led DT for 6 years. I have experience working across EYFS and KS1, helping the children build the early foundations of their learning journey. I am looking forward to developing my own learning journey as I take on the role and support the children with their knowledge and understanding of the world.

My aims for the subject:

Here at Freehold we have a rich, purposeful geography curriculum that has been developed to meet the needs of our children. The curriculum runs from Nursery up to Year 6, with each year teaching a British Geography Unit and from Year 2 onwards, each class also learns about an international location. My aim is for all children who leave Freehold to have a respect and appreciation for their locality; caring for it and exploring it at every opportunity. In addition, I want them to be aware of human and physical geography across the globe in the hope this will inspire them to travel to new places, meet new people and make a difference around the world once they leave education.

The most recent training that I have attended:

- ✓ National Professional Qualification for Leading Teaching (NPQLT)

The Freehold Way

Our Vision

To be a great school at the heart of our community.

Our Commitment

We will all grow together on our learning journey.

Our Principles

Provide children with **opportunities** and **experiences** which will **broaden their horizons**, ignite individual **talents** and **interests** in order to **improve life ambition.**	Provide children with **knowledge rich** curriculum underpinned by **high quality texts** so that they **know more** and **remember more enabling** future learning to be a **success.**	Provide children with safe space to develop their **own identify**, a **sense of belonging** and the ability to **accept diversity** within society in order to be **respectful** and well rounder **citizens.**	Provide children with **ambitious vocabulary, language structures** and chances for **oral discussion** so that they become **successful communicators** and are able to express their **thoughts, feelings** and **opinions.**

Our Expectations

- Be ready
- Be respectful
- Be responsible

Our Values – The Freehold Five

- Honesty
- Resilience
- Respect
- Integrity
- Empathy

Freehold Community Primary Academy's curriculum has been developed over a period of 36 months. Much thought has gone into the research of how children learn, the implications of subject specific best practice, the context of our school and the community we serve.

Through collaboration, rigorous attention to detail and consultation with primary practitioners, trust leaders and Early Years teachers; the curriculum reflects a scheme of work that is intended to be sequenced from Early years to Year 6 and enable pupils to be ready for the Key Stage 3 curriculum and the world beyond our school gates.

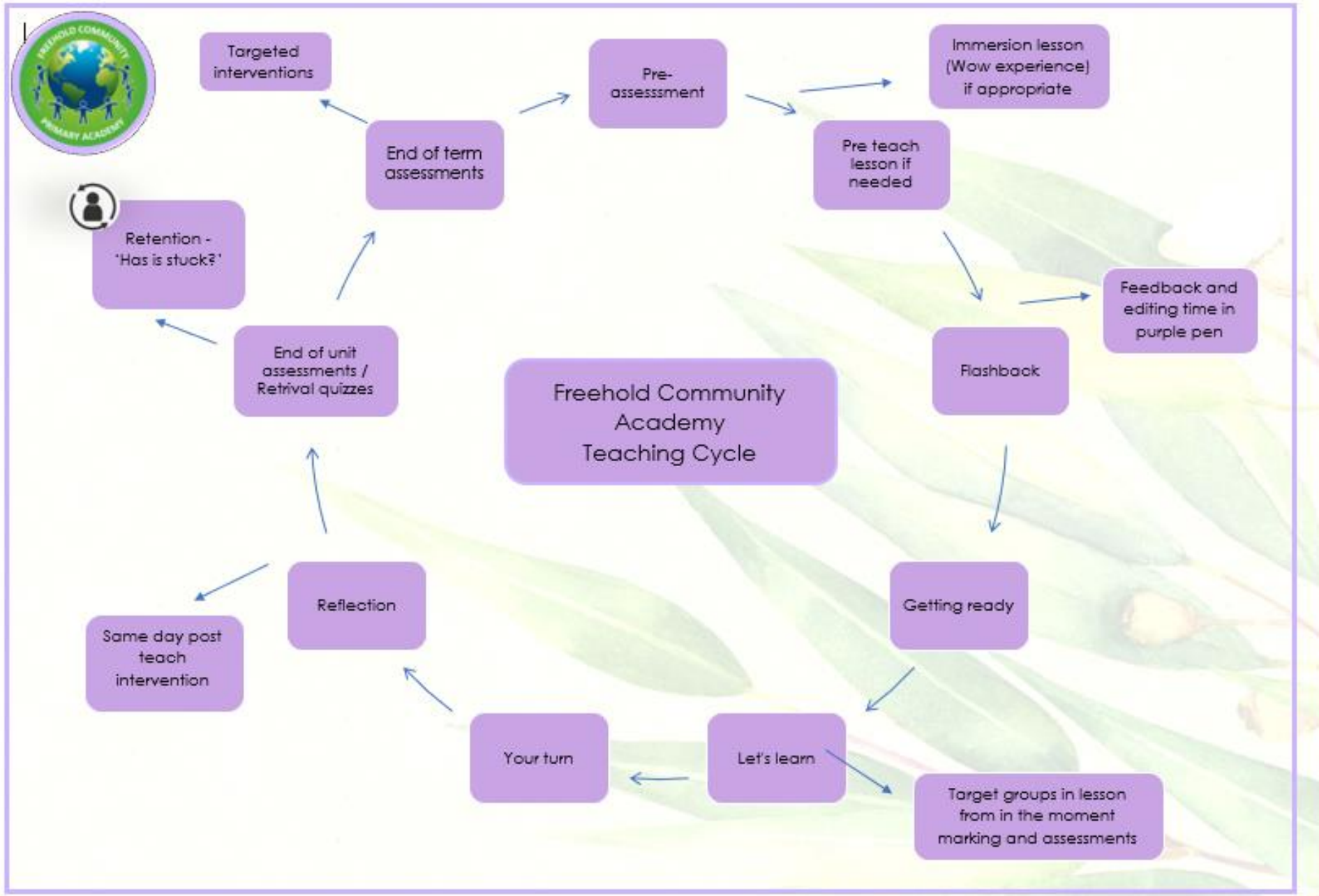
The curriculum design has a progressive approach at its core and is built upon the principles and values developed by our staff and children.

Through collaboration of all this extensive research, we have generated a 'lesson cycle' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential. All subjects have key concepts that help children to build knowledge and remember more.

At the core of our pedagogy model is the retrieval of prior knowledge. Therefore, all lessons at Freehold Community Academy start with a 'Flashback' and every morning starts with a 'Has it stuck session'.

At the heart of our school are the four main Principles (please see slide 4). These Principles are the foundation of all our curriculum areas and form the basis of each curriculum design.

Our Pedagogy – The unit cycle



Our Pedagogy – The unit cycle

Planning and preparation

- Front covers need to be stuck in at the beginning of the unit followed by a blank page for the prior knowledge mind map. Front covers need to include enquiry questions, characters, concepts and key vocabulary.
- Planning is completed on PowerPoint using the planning templates provided in the curriculum documents
- Learning Challenge Questions need to be explicit, short term and child friendly – activities need to be carefully planned so that they are an opportunity for children to demonstrate they have been successful at achieving the LCQ
- Success criteria's need to be developed with children as much as possible
- Mark in the moment as much as possible and use the feedback book to record assessment notes - these will inform future planning
- TAs need to be deployed effectively every lesson so they are having a high impact on children's outcomes - TAs should be working with groups from the start of the lesson, marking books and giving verbal feedback. TAs should not be sitting at the side of the carpet during input
- Challenge questions and scaffolding resources need to be available for every lesson to support all children in achieving the learning intention
- **Cognitive overload for children needs to be at the foretront of your mind when planning any subject**

Check it!

Pre-assessments / Pre -teach lessons

Each unit of work starts with a pre-assessment to find out what prior knowledge the children have, help teachers establish a starting point and identify the correct pitch for learning.

Pre-assessments should include learning from previous years or relevant units as well as knowledge from the new unit if appropriate.

Prior knowledge can be recorded in the form of a mind map or through the use of a Pre-assessment test.

Prior knowledge should then be added to the working wall as a starting point

A pre-teach lesson should be created if children's prior knowledge is weak or they have gaps in learning that will impact negatively on this unit of work

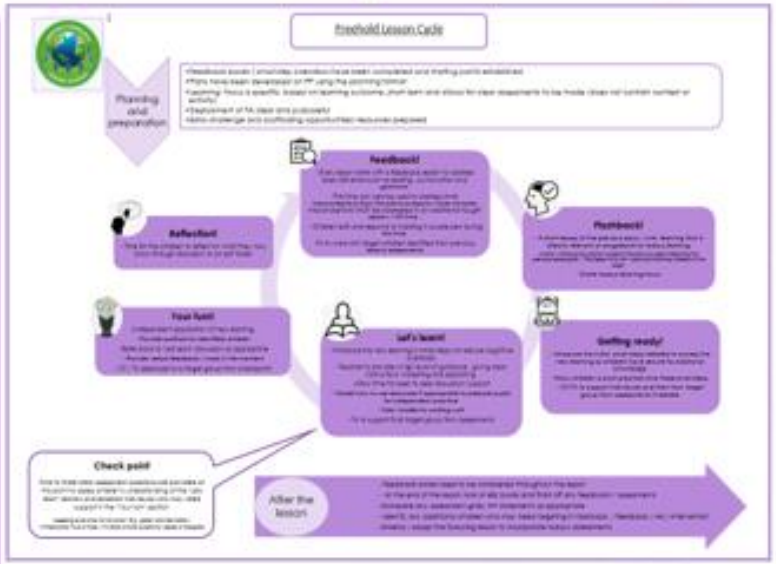
Immersion lesson

Each term children have the chance to experience immersion lessons or wow experiences to engage the children and promote their curiosity and love or learning.

This can be created through a trip, visitor or engaging hands on activity in school.

Immersion lessons are a gate way to broaden children's cultural capital and immerse them in rich subject specific vocabulary

Learn it!



Show that you Know it!

Showcases / Sharing our success

Once a year each class presents a unit of learning to the school and parents at their annual assembly showcase.

Each term children will present learning from at least one foundation unit as a 'Show it' lesson – this could be through artwork, drama or digital media. A member of SLT and the year group below are invited to attend the 'Show it' less as a way of developing prior knowledge.

Once a year parents are also invited into classes to immerse themselves in their children's learning. Children showcase their learning journeys and demonstrate any new knowledge to parents. This is a great way to develop [redacted] links and home learning.

HIS quizzes / End of unit trackers

In foundation subjects and Maths an end of a unit quiz is completed. This is to check if the children have retained the information that has been taught.

In writing and GR trackers are completed to identify objectives and target children

Any knowledge that has been taught and not retained is then picked up and re taught in 'this is stuck time', consolidation weeks or small step lessons. Individuals that show significant gaps are targeted in specific interventions matched to their needs

Review it!

End of term assessments

At the end of each term, formal summative assessments are completed in reading, writing and maths.

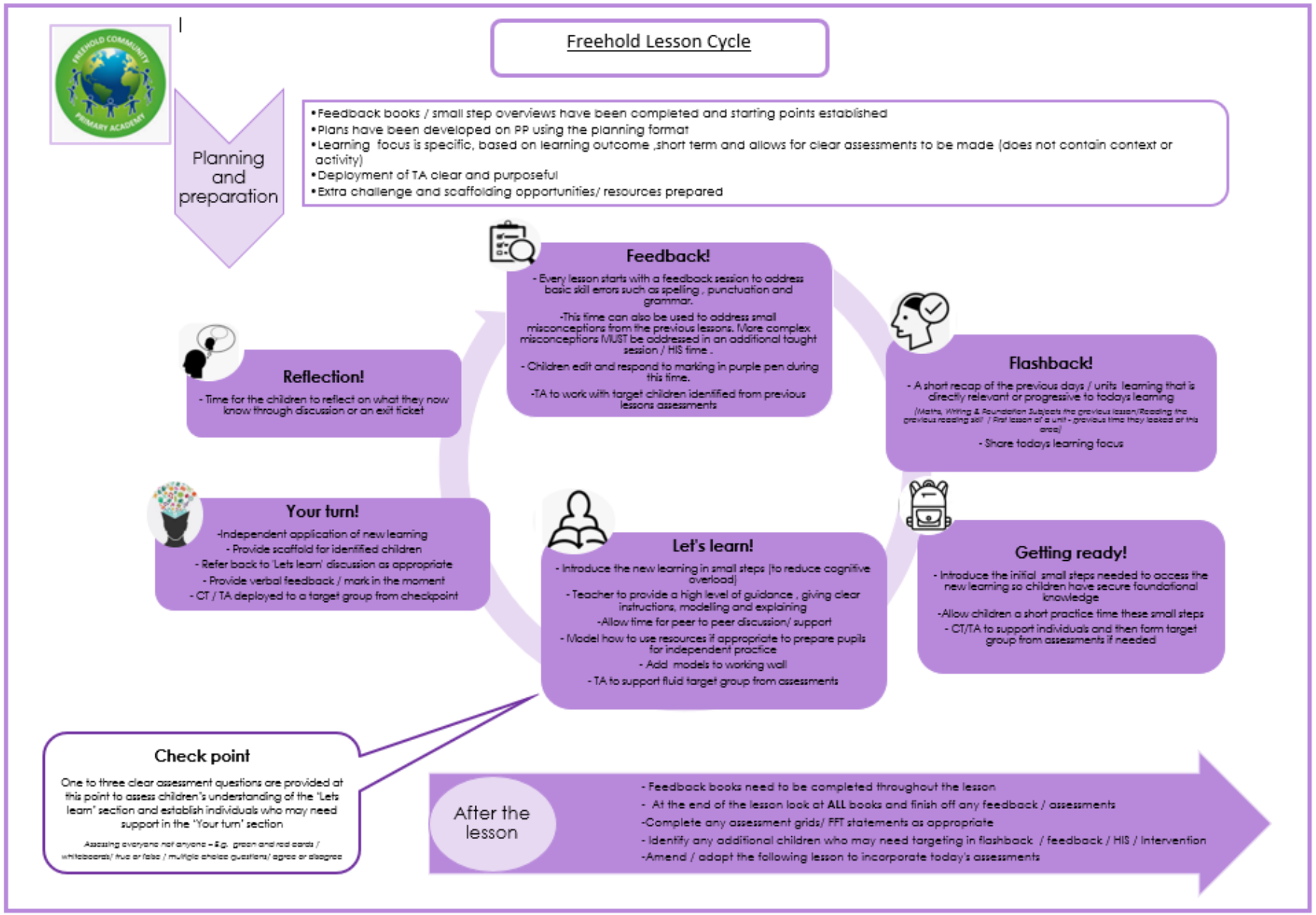
Again, trackers are completed and the overview for the following term is amended to suit the outcomes of these tests.

Targeted interventions or consolidation weeks are amended as appropriate.

Following the lesson

- Look through all of the books and make sure any books you didn't get chance to mark in the lesson have been marked then complete your feedback book with the relevant assessments
- Identify any children who may need a post teaching session in the afternoon
- Amend planning were relevant
- Complete any assessment trackers if appropriate

Our Pedagogy – The lesson cycle



A Broad and Balanced Curriculum

Subject	Weekly hours
Maths	5 x 1 hour lessons Reception – Year 2 – Mastery Number – 4x 15 min Year 3 and 4 equivalent to 30 min TTRS Year 6 equivalent to 1 hour Problem solving / Reasoning
Writing	5 x 45 minute lessons 3 x 15 minute HW/ Spelling lessons
Reading	5 x 1 hour lessons
Science	1 x 1 hour
Computing	1 x 1 hour
History / Geography	2 x 1 hour
Art or DT	1 x 1 hour
PE	1 x 1 hours 1 x 1 hour of dance a half term over the year Year 5 1 x 1 hour swimming half a year 30-45 min a day OPAL
Music	1 x 45 minutes Year 4 – 45minutes flute lesson
Spanish	1 x 30 minutes
RSE	1 x 30 minutes 1 x 30 minutes My Happy Minds Assembly 1 x 30 minutes Celebration Assembly

At Freehold, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunity to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum at Key Stage 2.

To prepare our pupils for the digital world beyond the classroom we upskill chidlren across all areas of the curriculum, we have allocated 39 hours a year to the computing curriculum. This can be cross curricular across all subjects and does not need to be taught each week.

Reading, Writing and Maths are taught daily.
Science , Physical Education, PSHE, Music and MFL are required to be taught weekly.
In Year 4 we offer a wider opportunities musical programme to the children.
In year 5 we also offer a swimming programme in addition to their 1 hour a week PE session.

History, Geography, Art, Design Technology and RE all have equal weighting with 18 hours a year broken down into half-termly blocks.

In addition to the teaching hours, pupils at Freehold Primary Academy also receive a minimum of 3 hours, 45 minutes of outdoor play a week through our OPAL initiative. At Freehold we also offer engaging and purposeful morning, dinner and after school club sessions , that have been personalized to community need, pupil interested and pupil talents – this equates to a minimum of 6 hours 15 minutes additional learning opportunities a week.

National Curriculum Coverage

Age phase	Year group	Historical focus	Composites	EYFS/National Curriculum focus	Historical Concepts	Substantive Concepts
EYFS	Nursery	Things that change	How do changes in time influence my daily life? How do changes in season influence my daily life?	Understanding the World Their living memory	Continuity and change/ Cause and consequence / Significance / Similarity and difference / Sources, evidence and interpretations	Community and culture, Conflict and disaster, Exploration and invention, Hierarchy and power
		My household	Why are people in my house significant?	Understanding the World Their living memory		
		All about me	How have I changed?	Understanding the World Their living memory		
	Reception					
Key Stage 1	Year 1					
	Year 2					
Lower Key Stage 2	Year 3					
	Year 4					
Upper Key Stage 2	Year 5		to the time of Edward the Confessor?	England		
		The Islamic Civilisation	What were the achievements of the early Islamic civilisation and how did these compare to the Vikings?	The achievements of a non-European society		
	Year 6	World War 2 in Oldham	What impact did World War 2 have on Oldham?	A study of a theme in British history that extends knowledge beyond 1066 Local history study		
		Houses through time	How have houses advanced through time?	A study of a theme in British history that extends knowledge beyond 1066		

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Year Group Mapping

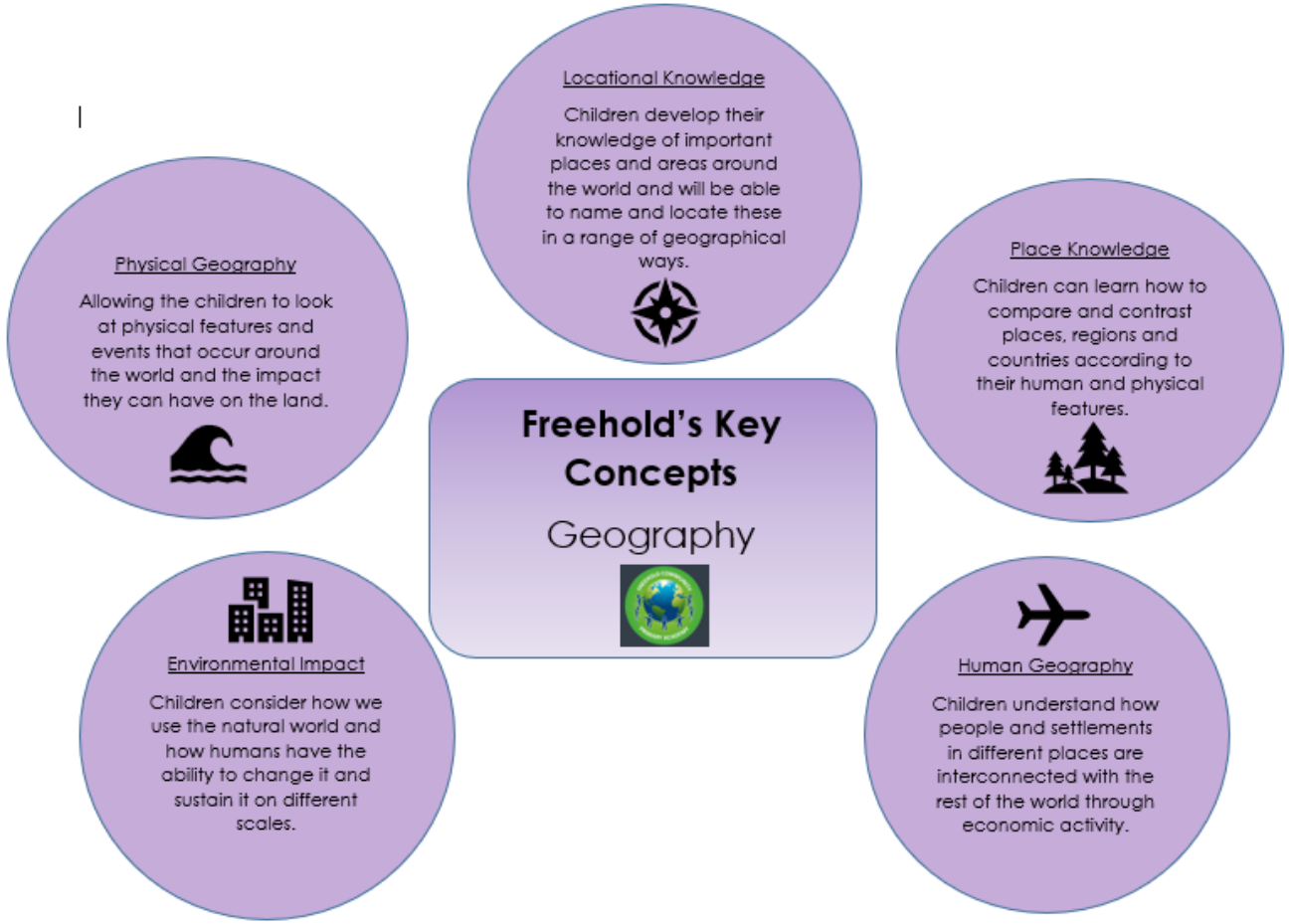
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Reception						
Year 1		What is Wemeth like?	Villages, towns and cities		The UK	
Year 2	Hot Place		Cold Place		Seaside	
Year 3	Manchester		Earthquakes	Egypt		
Year 4	North of England	Volcanoes		Greece		
Year 5	England	Tornadoes		Brazil		
Year 6	The UK	Tsunamis		Independent Study		

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example in EYFS, children are introduced to the concept of 'place' when they explore their local area and develop observational skills and language that is needed to create simple sketch maps. This is then further developed and applied to build up an increasingly sophisticated schemata about how geographers study the world around us and as pupils move through the school, it enables them to confidently apply this in all areas of the curriculum by Upper Key Stage Two.

Below is a summary of the disciplinary concepts for Geography:

- Locational Knowledge
- Physical Geography
- Place Knowledge
- Human Geography
- Environmental Impact



	Nursery	Reception
Locational Knowledge – British Geography Children develop their knowledge of important places and areas around the world and will be able to name and locate these in a range of geographical ways	<u>Locality</u> • Know they live in a building that is called home • Know who they live with • Find a house on a map (maps should be very simple with basic symbols as below) 	<u>Locality</u> • Know they live in a place called Werneth/Oldham • Know that many of their friends also live in this area of Oldham • Know that their school is in Werneth, Oldham

Second Order Concept Progression

	Year 1	Year 2
Locational Knowledge – British Geography Children develop their knowledge of important places and areas around the world and will be able to name and locate these in a range of geographical ways	<u>Werneth</u> • Know that I live in Werneth • Know that my school is in Werneth • Know that Werneth is part of a town called Oldham and that Oldham is a town in England. • Locate Werneth on a map <u>Villages, towns and cities</u> • Look at maps and photos of local areas which are different – Oldham, Manchester and Delph/Uppermill – discuss why they are different • Know that Oldham is a town, Manchester is a city and Uppermill is a village • Know the names and rough locations of 3 cities in England (Manchester, Birmingham, London) <u>The UK</u> • Know the 4 countries in the UK • Locate the 4 UK countries on a map • Can use N, S, E, W to describe the location of these countries • Know the 4 capital cities in the UK • Locate the 4 UK capital cities on a map • Can use N, S, E, W to describe the location of these cities	<u>Seaside</u> • Know the location of a seaside place (Lytham St Annes) compared to Oldham – north west • Know that Lytham St Annes is a coastal town • Locate Lytham St Annes on a map • Know that Lytham is in England and Europe just like Oldham • Know the surrounding seas of the UK (North Sea, Irish Sea, English Channel, North Atlantic Ocean)

Second Order Concept Progression

	Year 3	Year 4
Locational Knowledge – British Geography Children develop their knowledge of important places and areas around the world and will be able to name and locate these in a range of geographical ways .	<u>Manchester</u> • Know that Manchester is in the Northern hemisphere • Know that Manchester is the closest city to Oldham and is in the county of Greater Manchester • Know that Manchester is to the south west of Oldham • Know Manchester is in England/Europe • Know that Manchester is to the south east of Blackpool • Know that the Irish Sea is the closest sea to Manchester • Know the names of the counties that border Greater Manchester and locate these on a map (Cheshire, Derbyshire, West Yorkshire, Lancashire and Merseyside)	<u>North of England</u> • Know that the North of England is in the Northern Hemisphere • Know the counties within Northern England and label on a map: Cheshire, Cumbria, County Durham, East Riding of Yorkshire, Greater Manchester, Lancashire, Merseyside, Northumberland, North Yorkshire, South Yorkshire, Tyne and Wear and West Yorkshire, plus the north of Lincolnshire • Know that the climate of Northern England is cooler, wetter and cloudier than England as a whole • Know where the main lines of longitude and latitude are on a world map (tropic of cancer, equator, tropic of Capricorn and prime meridian) • Know that the North of England is north of the Tropic of Cancer and slightly west of the Prime Meridian • Know that we live in the North of England • Name some major cities in the North of England: Manchester, Liverpool, Leeds, York, Chester, Newcastle, Windermere, Lancaster

Second Order Concept Progression

	Year 5	Year 6
Locational Knowledge – British Geography Children develop their knowledge of important places and areas around the world and will be able to name and locate these in a range of geographical ways	<u>England</u> • Know that England is in the Northern Hemisphere • Know the names of some of the counties in England e.g N Yorkshire, Lincolnshire, G.Manchester, Cumbria, London, Devon, Cornwall and locate on a map • Name some major cities in England: Manchester, Liverpool, Leeds, London, Birmingham, Bristol, Sheffield and locate these on a map • Know that Oldham is in the north west of England • Know that England is north of the Tropic of Cancer and the Prime Meridian runs directly through Greenwich • Know that England has coastlines along the North Sea, the English Channel and the Atlantic Ocean	<u>The UK</u> • Know that the UK is made up of England, Scotland, Wales and Northern Ireland • Know that the UK is in the Northern Hemisphere • Know the 4 capital cities of these countries – Edinburgh, London, Cardiff and Belfast • Know that the UK is north of the Tropic of Cancer and the Prime Meridian runs directly through Greenwich, England • Know that the UK falls into 2 time zones depending on the time of year (GMT and BST)

	Nursery	Reception
Locational Knowledge– International Geography Children develop their knowledge of important places and areas around the world and will be able to name and locate these in a range of geographical ways	Children may talk about places they have been on holiday at different points in the year. Engage in this discussion and show them where that place is on a map. Ask them what it was like there. Perhaps label a world map with all of the places the class has been.	Children may talk about places they have been on holiday at different points in the year. Engage in this discussion and show them where that place is on a map. Ask them what it was like there. Perhaps label a world map with all of the places the class has been.

Second Order Concept Progression

	Year 1	Year 2
Locational Knowledge– International Geography Children develop their knowledge of important places and areas around the world and will be able to name and locate these in a range of geographical ways		<u>Hot/cold places</u> • Know that the equator is an imaginary line around the middle of the Earth • Know that countries along the equator are warmer because they are closer to the sun • Locate the equator on a world map • Know the 7 continents of the world and locate on a map • Know that a continent is a large area of land often containing lots of countries that are connected • Know that Kenya is a country in Africa • Know that the equator runs through the middle of Kenya • Locate Kenya on a map, noticing which continent it is in (Africa) • Know the location of the North and South Poles and locate them on a map • Know that polar regions are colder because they are furthest away from the equator • Locate Antarctica on a map, noticing which continent they are in (Antarctica is the continent) • Know the 5 oceans of the world and locate on a map • Know that an ocean is a large expanse of sea • Know that Antarctica is the south most point of the world • Know that Antarctica is south of the equator • Locate Antarctica on a map

	Year 3	Year 4
Locational Knowledge– International Geography Children develop their knowledge of important places and areas around the world and will be able to name and locate these in a range of geographical ways	<u>Egypt</u> • Know that Egypt is in the Northern hemisphere • Know that to get to Egypt from Oldham, you would fly since it is in a different continent • Know that Egypt is a country in the north east of Africa • Know that Egypt borders 3 other countries - Sudan, Libya and Israel – label on a map • Know that Egypt has coastline at the Mediterranean Sea and the Red Sea – label on a map • Know that Egypt forms part of the Sahara desert • Know that Egypt lies relatively close to the equator	<u>Greece</u> • Know that Greece is in the northern hemisphere • Know that to get to Greece from Oldham, you would fly (3.5 hours) even though it is within the same continent • Know that Greece is a country in southeastern Europe • Know that Greece borders Albania, Bulgaria, Turkey and the Republic of Macedonia • Know that Greece has coastline along 3 seas: Aegean Sea, the Mediterranean Sea and the Ionian Sea • Know that Greece is south of Oldham and much closer to the equator • Know that Greece is north of the tropic of Cancer and east of the Prime Meridian

	Year 5	Year 6
Locational Knowledge– International Geography Children develop their knowledge of important places and areas around the world and will be able to name and locate these in a range of geographical ways	<u>Brazil</u> • Know that Brazil is largely in the southern hemisphere • Know that to get to Brazil from Oldham, you would fly (14 hours) • Know that Brazil is a country in South America • Know that Brazil borders Peru, Paraguay, Argentina, Uruguay, Bolivia, Columbia, Venezuela, Guyana, Suriname and French Guiana • Know that Brazil has coastline along the Atlantic Ocean • Know that the tropic of Capricorn runs directly through the south of Brazil and it is to the west of the Prime Meridian • Know that Brazil is south west of Oldham and the equator runs through the very north of Brazil	<u>Independent Study</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)

	Nursery	Reception
Place Knowledge Children can learn how to compare and contrast places, regions and countries according to their human and physical features.	Locality • Know they live in a building that is called home • Know who they live with • Know that houses can look different in my local area • Know that some houses are bigger than others • Know that some have a garden and some do not • Find a house on a map (maps should be very simple with basic symbols as below)	Locality • Know what an address is and why it is needed – so people can write you letters, send you parcels, invite you to parties, visit your house etc. • Know my door number, street name, town and post code • Describe their immediate environment – what can they see – houses, roads, parks, tram etc. • Use a map (of their local area) to help them describe what is there – *street view on google maps would be useful* • Know how to represent features with simple images/symbols • Know that a map shows you where things are in relation to other places • Position their images in a way that shows they understand the location of a place (e.g. they may draw their house at the left of the page and school at the right if they walk down a road to school from home)

Second Order Concept Progression

	Year 1	Year 2
Place Knowledge Children can learn how to compare and contrast places, regions and countries according to their human and physical features.	Wemeth • Know that a human feature is man made • Know that a physical feature is natural • Know the human and physical features of my locality – types of houses (flats, terrace houses, semi detached, detached) , businesses (shops, takeaways), local services (doctors, pharmacies, trams, buses) and amenities (parks) • Know the human and physical features of my locality – types of houses (flats, terrace houses, semi detached, detached) , businesses (shops, takeaways), local services (doctors, pharmacies, trams, buses) and amenities (parks) • Know how to describe where features are in relation to a common place like school e.g. (the doctors is near school, I live to the right of school) Villages, Towns and Cities • Know the human and physical features of a village (small shops (grocers, butchers etc) cottages, schools, houses, parks, narrow roads, farms, hills, lakes, churches/mosques, more vegetation, valley) • Know the human and physical features of a town (shops, offices, houses, flats, parks, factories, wider, busier roads, schools, hills, lakes, churches/mosques) • Know the human and physical features of a city (sky scrapers, flats, houses, department stores, busy wide roads, flatter land, train stations/bus stations) • Know some similarities and differences between villages, towns and cities • Know that whilst these features are common, they are not essential (so a village is a still a village if it doesn't have a farm etc,) • Know that Oldham is a town based on what they can see around their school grounds (tram, wide, busy roads, houses, doctors, school, shops) Know how to identify some basic human and physical features on a map (body of water, park, church, mosque etc) and use this to decide if a place is a village, town or city The UK • Know the flag of each country • Know the capital city of each country • Know a famous landmark from each country (big ben, Edinburgh castle, Snowdonia NP, Giant's Causeway) • Know the flower for each country (rose, daffodil, thistle, clover)	Hot Place • Know that Mombasa is a city on the coast of Kenya • Know some human features of Mombasa (sky scrapers, shops, roads – discuss how they look compared to what the children know) • Know some physical features of Mombasa (beaches, ocean, hill – Nguu Tatu) • Know how the characteristics of this place compare to characteristics of Oldham, UK • Know that Mombasa is generally warm all year whereas Oldham has 4 seasons where the weather changes • Know that Mombasa is a coastal city so it has access to beaches, ocean but Oldham does not • Know that both places have shops, settlements and roads Cold Place • Know that the location of Antarctica prohibits how many human features can be built/maintained there (scientific bases where people can stay for a few months, no permanent residents) • Know some physical features of Antarctica (dry valleys, mountains, ice shelves, icebergs) • Know that Mombasa is generally warm all year whereas Antarctica is cold all year • Know that both places border an ocean (Mombasa – Indian Ocean) (Antarctica – Southern Ocean) • Know that Mombasa is a much more habitable place than Antarctica because of the weather conditions and the land • Know why the weather is so different in both places (equator) Seaside • Know a range of basic map symbols (Parking, pier, train station, hotels, park, shops) • Identify human and physical features of Lytham St Annes on a map (tourist spots, places to eat, beach, sea, pier, hotels, train, park) – devise their own basic map with symbols to reflect this • Know the key physical features in a coastal location: beach, cliff, coast, sea, ocean, rock pool • Know the key human features in a coastal location:, town, port, harbour, shop, hotel, • Know the similarities and differences between a coastal town like Lytham St Annes and a town like Oldham • Know why these features are common along the coast (tourists come and visit, stay over, buy things)

Second Order Concept Progression

	Year 3	Year 4
Place Knowledge Children can learn how to compare and contrast places, regions and countries according to their human and physical features.	Manchester • Know the general weather patterns of Manchester (warm summers up to 20+, cold winters down to 0, rainfall all year round) • Know that 'urban area' refers to a city and its surrounding areas which means it is very developed; there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways. • Know that 'rural area' refers to a place that has low population density and large amounts of undeveloped land • Know that overwhelmingly the land in GM is urban • Know how to identify human and physical features of GM on a map: roads, bridges, railways, airport, landmarks (Old Trafford, The Lowry, S&I museum) rivers (Irwell, Tib, Mersey) Winter Hill, Rivington Pike, Dovestone Reservoir • Know that an urban area like GM is likely to have more human features (manmade) Egypt • Know the general weather patterns of Egypt (hot, long summers up to 30+, cool, dry winters down to 9, low rainfall) • Know that Egypt is mostly desert and so overwhelmingly the land is rural • Know that Cairo is the largest city in Egypt • Know how Cairo is similar/different to Manchester in terms of human and physical features • Know that the river Nile is the longest river in the world and know which countries it passes through • Know that most of the population of Egypt live in the Nile Valley and Nile Delta • Know that this area is the only area suitable for cultivating in Egypt • Know why people choose to live near the Nile (fertile land - soil is good and rich for growing crops, permanent source of water and food, papyrus plant for making cloth, boxes and rope) • Know the types of settlements found along the river Nile • Know that the Nile continues to be an important trade route for Egypt • Know how the land formation (rivers) and vegetation impacts settlement types and distribution of natural resources (food, water, energy) • Know how the use of the Nile has changed over time (washing clothes, drinking, bathing) • Know that the Nile was critical to the development of Ancient Egypt	North of England • Know the names of hills/mountains that span across Northern England: Scafell, Helvellyn, Cheviot Hills, Yorkshire 3 peaks • Know that the north of England has some rural areas and some urban areas Greece • Know the general weather patterns of Greece (hot, dry summers up to 30 degrees and mild wet winters around 10 degrees. Snow is not uncommon in the north of Greece, but milder winters in the south) • Know that this means Greece has a Mediterranean climate • Know that Athens is the capital city and largest city in Greece • Know how Greece is similar/different to North of England in terms of human and physical features • Know that 80% of mainland Greece is mountainous

Second Order Concept Progression

	Year 5	Year 6
Place Knowledge Children can learn how to compare and contrast places, regions and countries according to their human and physical features.	England • Know that England has a temperate climate which means it gets cool, wet winters and warm, wet summers • Know that England is made up of many urban areas and many rural areas – children can choose to focus on one of each and compare their features • Know that England falls into 2 time zones depending on the time of year (GMT and BST) • Know that this position means it is in a different time zone to England. There are 4 different time zones across Brazil. Brazil • Know that Brazil has a tropical climate • Know that the main language spoken is Portuguese • Know that Brazil has fairly consistent temperatures all year round, with not much variation • Know that Brasilia is the capital city and largest city in Brazil as well as its most important political, cultural, educational and financial centre • Know how Brazil is similar/different to England in terms of human and physical features	The UK • Know that UK has a temperate climate which means it gets cool, wet winters and warm, wet summers • Know that the biome for the UK is deciduous forest • Know that UK is made up of many urban areas and many rural areas • Know that the UK is an island • Know that the local area is urban as it is predominately human features • Know the positive impact these human features have in our local area (tram – good network links, school – education, doctors/pharmacies – health care close by, provide jobs for local people) • Know the negative impact these human features have in our local area (noise and air pollution, littering) • Know the names of at least 3 mountain/mountain ranges within the UK (Ben Nevis, Snowdon and Scafell Pike) • Locate the 3 mountains on a map • Know the names of at least 3 rivers within the UK (river Thames, river Severn, river Trent, river Tyne) • Locate the 3 rivers on a map • Know that rivers are often found running through cities as historically people used to settle near to them because of the water source and to transport goods • Know that settlements within mountainous areas are likely to be isolated houses or hamlets as it is not easy to build on mountainous land

	Nursery	Reception
Physical Geography Allowing the children to look at physical features and events that occur around the world and the impact they can have on the land. .	Weather • Know the names and symbols of some weather conditions (rain, sun, wind, snow, cloud, ice, rainbow, hot, cold) • Know that the weather changes regularly • Know that at some points in the year it is hotter and colder than other points • Know how to say what the weather is like today	Seasons/Weather • Know that there are 4 seasons in a year • Know the order of the 4 seasons • Know that the weather changes during these seasons • Know how to record the weather using basic symbols • Know the general weather patterns of the 4 seasons (winter – cold, snow, ice, / spring – rain, sunshine, cloud, rainbows/ summer – sunny, warm/ autumn – sun, rain, wind)

	Year 1	Year 2
Physical Geography Allowing the children to look at physical features and events that occur around the world and the impact they can have on the land.	Seasons/Weather • Observe the weather changes across the 4 seasons • Observe the weather patterns within a season (daily) • Know how these weather conditions impact growth in plants (fall off in Autumn) • Know that animals start to collect food ready for the winter • Know that the days are shorter in Winter and longer in Summer because of the light patterns • Know how these weather conditions impact growth in plants (die in Winter) • Know that animals hibernate • Know how these weather conditions impact growth in plants (grow in Spring) • Know that animals come out of hibernation • Know how these weather conditions impact growth in plants (fruit in Summer)	Hot/Cold places • Know the typical weather conditions in a hot place – Kenya is warm or hot all year around with very low rainfall which means the land is dry • Know the typical weather conditions in a cold place (Antarctica – largest cold desert) • Know that polar areas experience very low temperatures, very low rainfall or snowfall and they are very dry

Second Order Concept Progression

	Year 3	Year 4
Physical Geography Allowing the children to look at physical features and events that occur around the world and the impact they can have on the land.	Earthquakes • Know the names of the 7 tectonic plates: African, Antarctic, Eurasian, Indo-Australian, North American, Pacific and South American. • Know that these plates in the Earth's crust are constantly moving • Know an earthquake occurs when these plates lock together, causing friction and a build up of stress and tension until the pressure is so great that they break loose • Know that magnitude is the unit used to measure the size of an earthquakes • Know the impact of an earthquake on land formation/use/life: damage to buildings (fires or collapse), damage to bridges, damage to railways, death • Know some key information about the earthquake in Haiti (2010) – 7.0 magnitude, death toll (100-160k), tsunami afterwards Egypt • Know how a river is formed and be able to label the journey of a river	North of England • Know the 6 world climates (Temperate, Polar, Arid, Tropical, Mediterranean and Mountains) and that the North of England is within a temperate climate • Know how to identify a hill/mountain on a map • Know how a mountain range is formed • Know how mountains can naturally change over time (weather damage, landslides) Volcanoes • Know that a volcano is formed by eruptions of lava and ash. When magma reaches the Earth's surface it is called lava. When the lava cools, it forms rock. • Know that volcanic eruptions can happen at destructive and constructive boundaries, but not at conservative boundaries. • Know that volcanoes erupt when molten rock called magma rises to the surface • Know the impact of a volcanic eruption on land formation/use/life: habitats and landscapes destroyed, death, damaged properties, clear areas of woodland, power outages • Know some key information about Mt Vesuvius in Pompeii – eruptions, land use afterward, tourism Greece • Know how to identify mountains in Greece on a map • Know how a mountain range is formed (done in Aut 1 – should only need a reminder) • Know the Pindus mountain range runs N-S along much of the mainland of Greece • Know how to locate a volcano in Greece on a map • Know that vegetation in Greece is very rich with many different species

Second Order Concept Progression

	Year 5	Year 6
Physical Geography Allowing the children to look at physical features and events that occur around the world and the impact they can have on the land.	Tornados • Know that a tornado is a funnel cloud (rotating column of air) that stretches from a storm to the ground • Know that a tornado must touch the ground • Know that most tornadoes start from a rotating thunderstorm • Know that they usually last less than 10 minutes • Know the impact of a tornado on land formation/use and life: death, destruction of roads, power, factories, homes, crops and natural resources • Know some key facts about the El Reno tornado – Oklahoma (2013) – 8 deaths England • Know that biomes are areas of our planet with similar climates, landscapes, animals and plants • Know that what lives in each biome depends on how warm or cold it is, how dry or wet it is and how fertile the soil is • Know the 5 main biomes/vegetation belts: aquatic, grassland, forest, desert, and tundra, though some of these biomes can be further divided into more specific categories, such as freshwater, marine, savanna, tropical rainforest, temperate rainforest, and taiga. Brazil • Know that Brazil has a number of different biomes because of the varied land and climate • Know that Brazilian landscape is very varied. It is most well known for its dense forests, including the Amazon, the world's largest jungle, in the north. But there are also dry grasslands (called pampas), rugged hills, pine forests, and a long coastal plain	Tsunamis • Know that a tsunami often occurs when another major incident happens (earthquake, eruption, extreme weather) • Know why and how that incident causes a tsunami (friction, pressure, movement) • Know that a tsunami is a huge ocean wave travelling straight towards land • Know the impact a tsunami can have on land formation, use and life: destroy homes, death, change landscapes and spread disease • Know some key facts about the tsunami in the Indian ocean – 2004 – what life is like now in those areas, number of deaths, time it took to recover The UK • Know that erosion and coastal change is a natural change

	Nursery	Reception
<u>Environmental Impact</u> Children consider how we use the natural world and how humans have the ability to change it and sustain it on different scales.		<u>Sustainability</u> • Know what it means to recycle (use something again or change it so that it is not wasted) • Know how recycling can help the environment (less waste, keeps costs down, less litter) • Know that recycling contributes to keeping the world a cleaner place • Know how to recycle in their local community (pick up litter and put it into the correct bin) • Know how to re-use something • Know why it is important to try and repair something before throwing it away

	Year 1	Year 2
Environmental Impact Children consider how we use the natural world and how humans have the ability to change it and sustain it on different scales.		Seaside • Know what is meant by water pollution • Know how polluting the ocean can impact negatively on living things by the coast • Know that sea life can die from plastic pollution • Know that water pollution can lead to destruction of habitats and water contamination • Know that David Attenborough is a natural historian who works to protect the natural world

	Year 3	Year 4
<u>Environmental Impact</u> Children consider how we use the natural world and how humans have the ability to change it and sustain it on different scales.		<u>North of England</u> • Know how humans have the ability to change these physical features (build on them, cause damage, use for energy – wind farms)

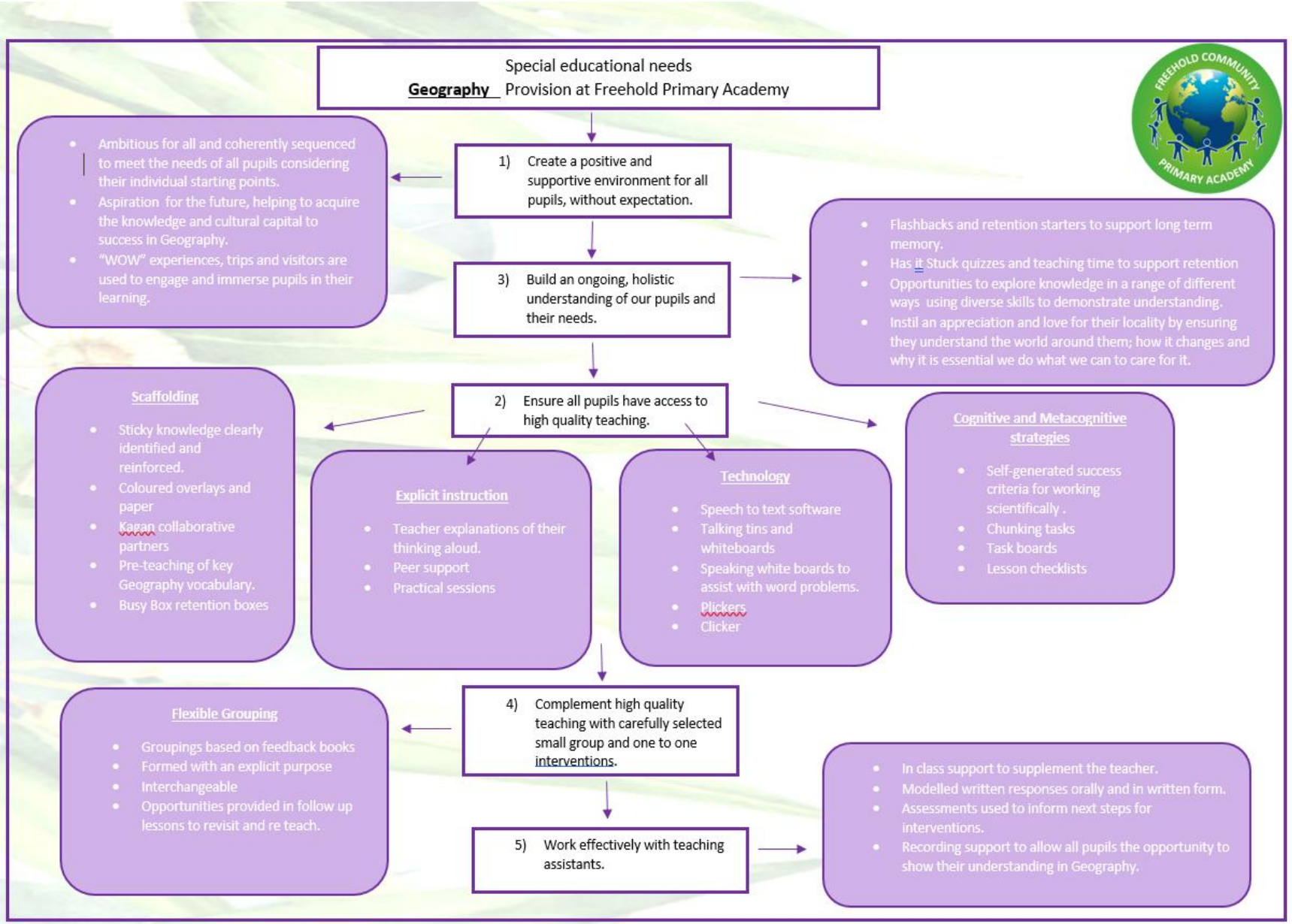
	Year 5	Year 6
<u>Environmental Impact</u> Children consider how we use the natural world and how humans have the ability to change it and sustain it on different scales.	<u>Brazil</u> • Know that deforestation is the action of clearing a wide area of trees • Know that when trees are cut down and burned or left to rot, their stored carbon is released into the air as carbon dioxide • Know that too much carbon dioxide in the atmosphere traps the sun's heat, warming the planet and the oceans. It also causes changes in weather patterns • Know that deforestation destroys habitats for hundreds of species of animals and plants • Know that deforestation can create jobs which thus improves standard of living for employees • Know that deforestation can have a negative impact on the lives of indigenous communities since they live off this land	<u>The UK</u> • Know that there are natural and human changes that occur to land • Know that humans have replaced green belt land for agriculture, housing, transport , rapid urbanisation, etc • Know what positives the use of this land now bring to the UK (improved trade for quicker transport, improved housing, tourists visit cities – good for economy) • Know how changing land use negatively impacted the UK (loss of scenery, destruction of green belts, decline in biodiversity) • Know that activists like Greta Thunberg spend their time campaigning about climate change and sustainability

	Year 1	Year 2
Human Geography Children understand how people and settlements in different places are interconnected with the rest of the world through economic activity.	Villages, towns and cities • Know how transport allows you to travel between these places (trains, buses, trams, taxis, cars) • Know that access to some of this transport will not be as advanced in a village as it would be in a city (villages may have one train line and one local bus, cities have large train and bus stations, as well as tram lines etc) • Know that more people need to travel into a city for work	

	Year 3	Year 4
Human Geography Children understand how people and settlements in different places are interconnected with the rest of the world through economic activity.	Manchester • Know what the TFGM is (transport for Greater Manchester) • Know that Manchester has good transport links within the county and with the rest of the country (bus, tram, train, road, air) • Know that Manchester has an airport, several major train stations, a large tram line network and hundreds of bus routes • Know why these transport networks have been developed in an urban area like GM	North of England • Know how the land formation (hills/mountains) and vegetation impacts settlement types and distribution of natural resources (food, water, energy) • Know that tourism can occur in mountainous areas and understand how this impacts local people (brings in money, more jobs, more litter, damage to natural beauty) • Know the types of settlements found in the North of England Greece • Know how the land formation (mountains) and vegetation impacts settlement types and distribution of natural resources (food, water, energy) – ancient Greeks had to settle in isolated communities • Know that tourism can occur in mountainous areas and understand how this impacts local people (brings in money, more jobs, more litter, damage to natural beauty)

	Year 5	Year 6
Human Geography Children understand how people and settlements in different places are interconnected with the rest of the world through economic activity.	England • Know that across England, transport networks are very advanced (bus, train, tram, car, air, water) • Know how this supports trade across England (local, regional national and international deliveries – imports and exports - made much easier and done much more quickly) • Know some common human features of England's key cities (train stations, airports, businesses, offices, shops) • Know why cities are often located by rivers/coasts (transport and food which then help cities to grow) • Know why these cities are important for the English economy (more productive in terms of money than rural areas and host a higher percentage of highly skilled jobs) • Know why some people choose to visit England for tourism (monarchy, historical buildings/sites, scenery, coastlines, festivals, national parks, other landmarks etc) • Know that tourism is vital for the economy in England – it contributes around 106 million to the economy and supports roughly 2.6 million jobs. • Know that English is the language often used for trade Brazil • Know that Brazil is rich in natural resources, like tin, iron ore, copper, and agricultural products. • Know that Brazil's economy boasts a rich diversity of agricultural crops, a growing manufacturing base, as well as strong trade with China, the United States and Canada • Know that tourism has contributed significantly to Brazil's employment, foreign direct investment, and economic growth over the past three decades • Know that settlements along the Amazon River help to provide locals with food and trade. • Know how the land in the Rainforest is/was used for certain settlements – living off the land, eating, building, medicine all using natural resources found there	The UK • Know that natural resources are those produced by the environment (wind, rivers, crops, oil) • Know that humans use these resources to survive • Know that agricultural resources are those related to farming (crops, livestock – for meat and clothing) • Know that countries around the world have different natural resources depending on location and climate • Know that the UK economy benefits from agriculture and farming as it provides half the food we eat, employs half a million people and is an essential part of the food and drink sector • Know that trade is the concept of buying and selling • Know that goods are transported in ships or by plane to countries around the world • Know that people buy from other countries as it may be cheaper than to make it or they cant make it themselves • Know that when the UK sell to other countries this is called exports • Know that the UK sells things like cars, medicine and gold • Know that when the UK buys from other countries this is called imports • Know that the UK buys things like fruit, clothing and computers

SEND spotlights 5 a day Principles – Geography



Special Educational Needs and Disabilities adaptations: Geography

Universal quality first teaching strategies

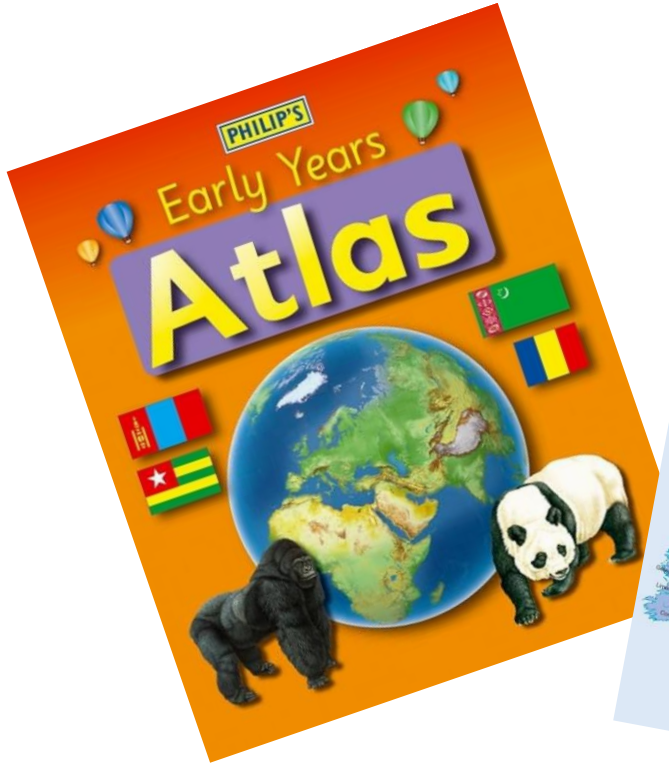
Non-negotiables

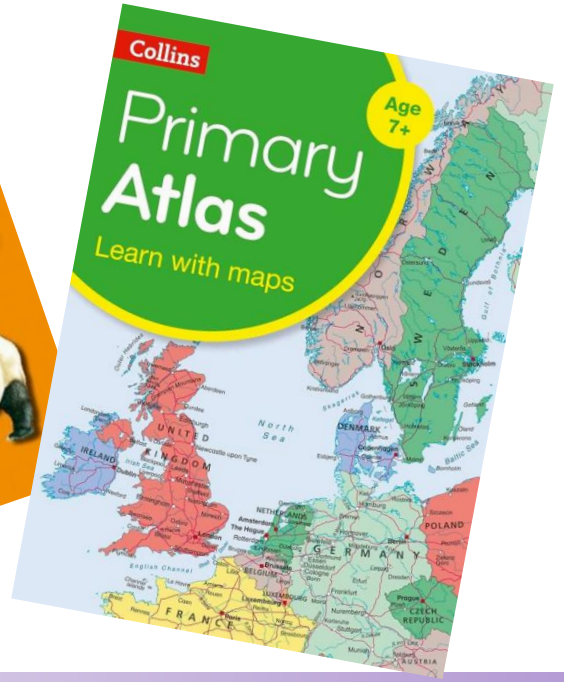
*Quality First Teaching * Progression of skills in planning
*Task chunking *Know what they are learning about through prompts and visual aids.
*Short instructions *Visual timetable– for lesson *Teaching key vocabulary
*Visual timers to be used for tasks *Knowledge organisers
*Recap learning throughout the week *Visual clues/prompts
*Learning walls linked to each unit with key vocabulary displayed * Questioning - Blank level questions *Discussions and observations *Peer support
* Step by step instructions * Repeat instructions

Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Visuals to support vocabulary -Widgit Immersive photographs and Videos Writing frames Teacher modelling Revisiting previous learning Geogrpahical vocabulary. Use of images and photos Subject specific vocabulary shared every lesson, in books and on working wall. Blank level Questioning Knowledge organisers Vocabulary mats with Widgit images Reading throughout the curriculum (nonfiction) Revision of previous learning daily –flashbacks Working wall Different ways to represent their work. Writing frames. Use of paragraph headers. Visual cues Task boards – now and next Overlearning- SEND retention mats Pre-teaching key vocabulary Allow time for discussion with scribing as appropriate.	Partner work/discussion Group work/discussion Presenting information to the class. Debates Working wall Subject specific vocabulary shared every lesson, in books and on working wall. Conversation starters Sentence stems for writing Pre-teaching key vocabulary Word mats to help children to structure their answers. Choice boards Working towards boards	Partner work and group work Pupil voice Rehearse new skill using a whiteboard. Our Learning Journey page - show children the full learning journey/the bigger picture – know what is coming All challenges shared with children before they complete them Expectations clear Feedback throughout the lesson with specific praise. Small group targeted support Different ways to represent their work. Marking in the moment to support self esteem Choice boards Working towards boards Working towards boards Personalised de-esculation plans Personalised flow diagrams for when pupils are stuck	Educational visits (hands on approach) Looking at artefacts Environmental lighting Re-enacting events in the time period. Scribes Use of technology Voice typing on laptop Environment lighting Writing slopes Pen/pencil grips Wobble cushion

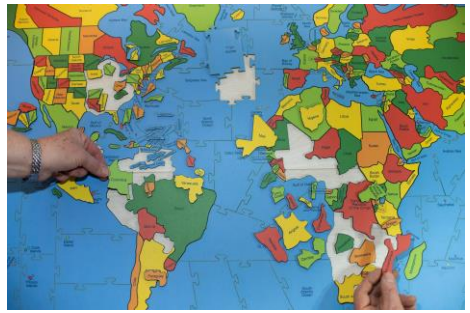
All phases

Children across all phases should be using age appropriate atlases, globes and games to be looking at places around the world. As they get more competent with handling non-fiction books, they will use atlases to find out more specific information about a given place.







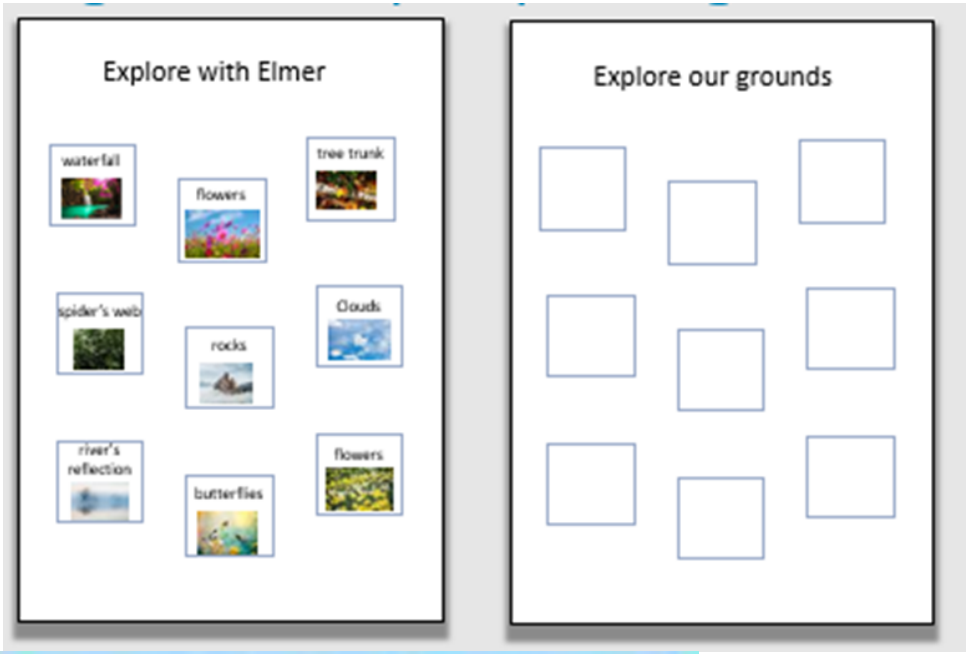




Map Progression

EYFS

In EYFS, maps are used to show a journey and introduce children to images and symbols that can be used to represent things they have seen in their environment.







Map Progression

KS1

Children should be shown world maps with clearly labelled continents and oceans. If providing more information on a world map, focus on countries of the world they know well (England).

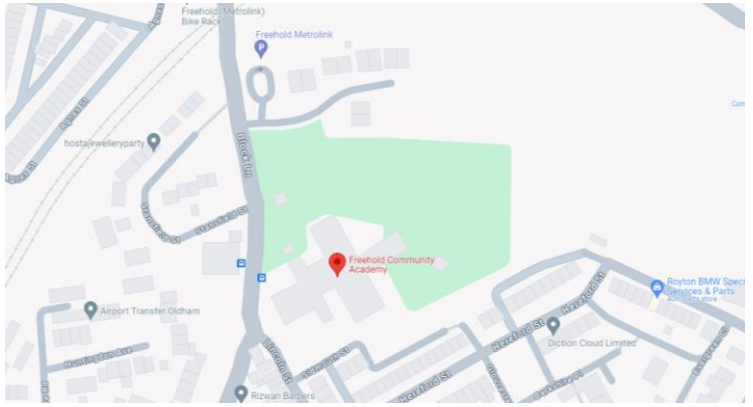


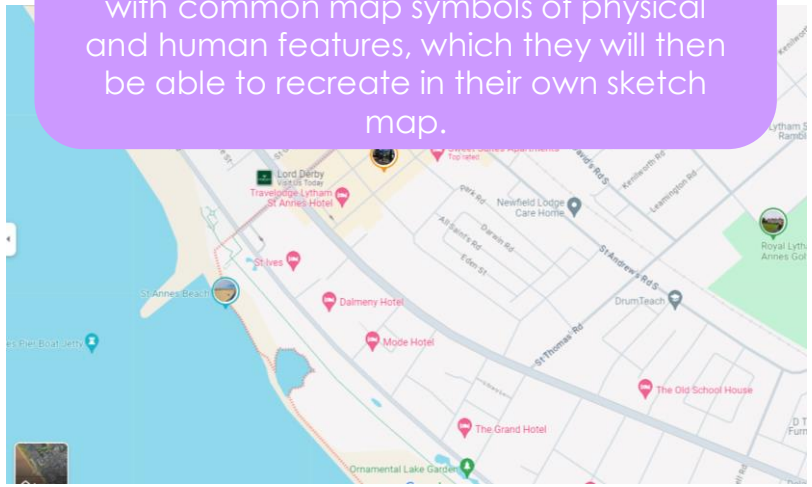
Maps of the UK should be simple and the 4 countries should already have borders for children to see.
Teachers may choose to label a familiar location like Oldham for children so that they can make links to where they are in the world.



Pupils in KS1 should be exposed to a wider range of maps to support the knowledge they are taught in the curriculum. These include digital and paper maps.

Pupils need to work with zoomed in digital maps that show areas they are familiar with. This will help them become familiar with common map symbols of physical and human features, which they will then be able to recreate in their own sketch map.





Teachers should use street view on a digital map to allow pupils to make links between the symbols and the real feature.



Growing together on our learning journey

Map Progression

LKS2

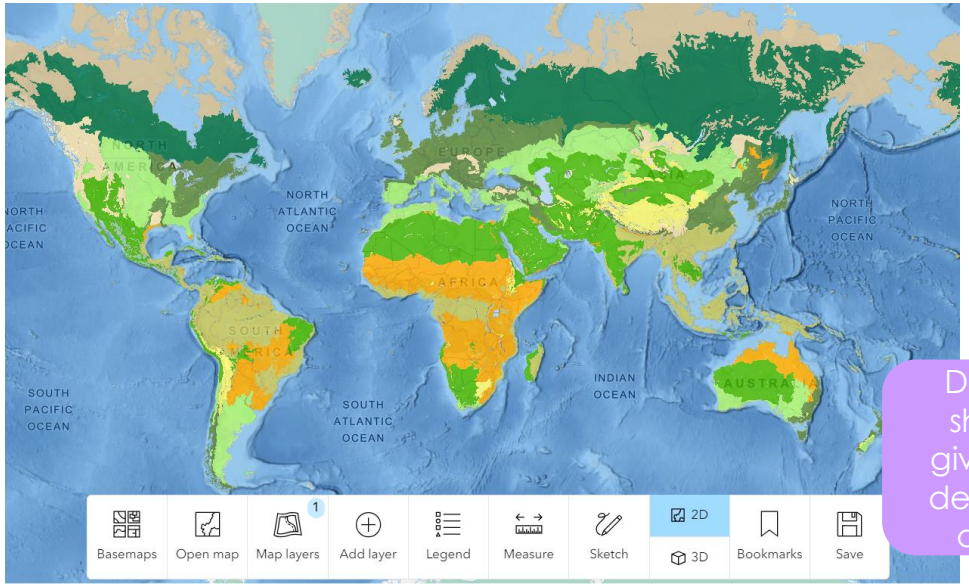
In Year 3 and 4, the maps that children look at will include more detail about places inside a given country or continent.

Maps of England need to provide the children with more detail about cities, counties, rivers and mountains to support the key learning of each unit.





Ordnance Survey maps will allow pupils to practise finding places using 4 figure grid references in the UK.



Digital world maps should be used to give the pupils more detail about climate across the world.

When studying a specific country or area of the world, use zoomed in maps that still provide children with detail about land formation and key cities.

Maps Of Egypt

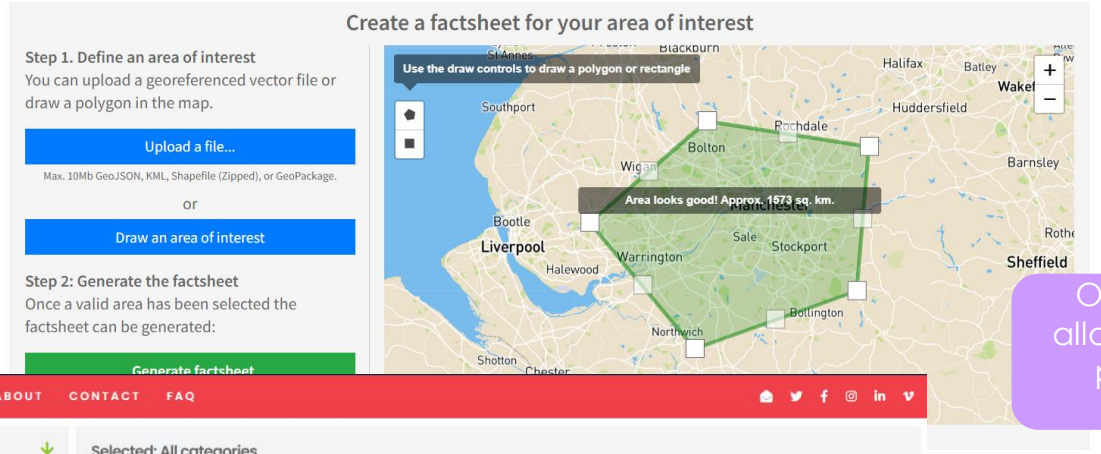


Growing together on our learning journey

Map Progression

UKS2

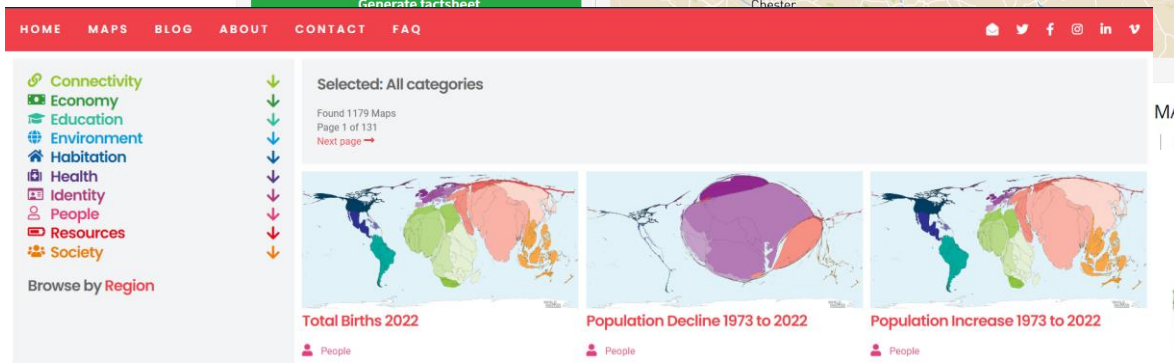
Children can be more independent in using maps to choose areas of the world they would like to focus on and gather new knowledge from those maps.



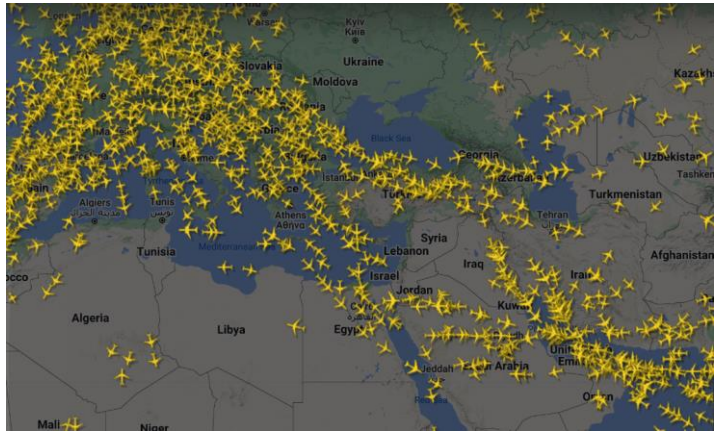


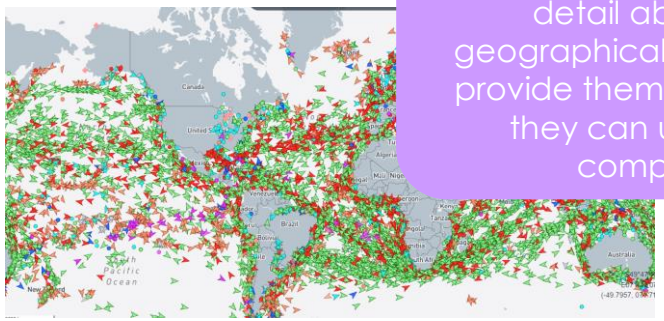
Ordnance Survey maps will allow pupils to practise finding places using 6 figure grid references in the UK.

Maps used in UKS2 should always be used to provide children with knowledge of location and of other concepts that they are studying. By this age, pupils should be competent using maps and gathering information from them.

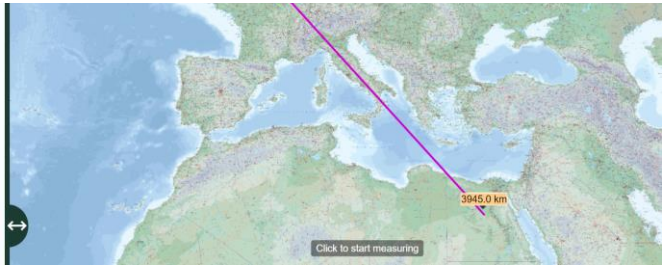








Digital world maps should be used to give the pupils more detail about other geographical concepts and provide them with data that they can use to draw comparisons



Growing together on our learning journey