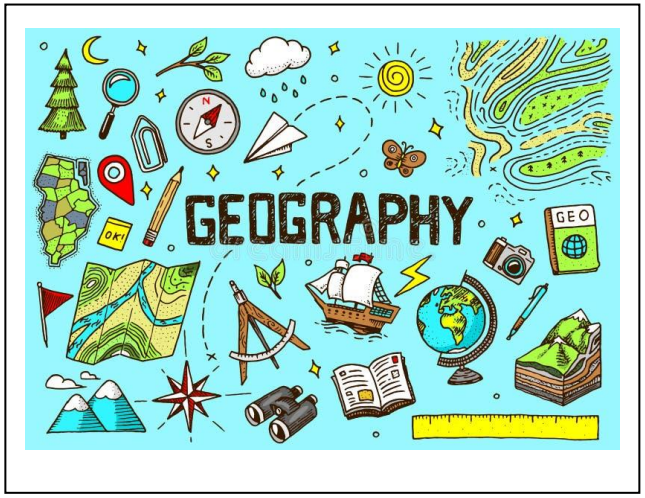
Waddington All Saints Academy

A L.E.A.D. Academy

Geography Curriculum

Year 1 to Year 6



Overarching Principles

Subject Intent

- Children to ask questions and seek answers about the world around them which will help them to understand their place in the world and how that fits in to the wider world.
- Children to develop knowledge and understanding of places, people, resources and natural and human environments whilst making links between them.
- Children to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments around the world.
- Children to confidently use geographical language to experience geography and make connections to their experiences.
- Children to understand that observing and learning first hand through field work is at the heart of geography.
- Children to understand that geography is closely linked with science and history.

Substantive Knowledge

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Disciplinary Knowledge

- Knowing how geographers think – asking geographical enquiry questions.
- Knowing how geographers work and find out information – collecting, analysing and interpreting data and geographical sources.
- Knowing how to make use of geography.

Connecting themes

- Progressive map skills knowledge is applied to all units
- Sequential presentation of substantive elements
- The 'big ideas' and golden threads that run coherently and cohesively through the geography curriculum.
- Geographical Analysis – selecting, organising and integrating knowledge through reasoning and making sense of content.

Key Subject Teaching Approach at All Saints

- The geography curriculum has been planned so that it will be taught as two different units throughout each school year.
- Within each unit children will be taught aspects from each of; locational knowledge, place knowledge, human and physical geography and skills and fieldwork.
- Prior learning is drawn upon at the beginning of each unit for children to become more fluent in these areas and will be able to make links between the units.
- Consistent retrieval practice and links between units, across and beyond year groups, are embedded in planning in order for children to remember and apply substantive knowledge.
- Progression of geographical skills is planned across year groups and enhanced by first hand experiences with opportunities to put new and developing fieldwork skills into action.
- Planned opportunities for children to use their disciplinary knowledge to explain what they know and how they know.

Assessment

- Each geography unit will begin by finding out the children's prior knowledge and any connected knowledge held in their long term memory. This can then be built upon to ensure progression is maximised and knowledge is more firmly embedded.
- Any misconceptions that arise throughout the unit are identified and addressed appropriately.
- Children continue to recall their knowledge throughout a unit in order to ensure an alteration in long term memory.
- An end of topic assessment takes place at the end of the unit.

Geography Overview

Y1	The UK 	Hot and Cold Locations 
Y2	Local Study – Waddington 	Kenya 
Y3	Lincoln 	Extreme Earth – Volcanoes and Earthquakes 
Y4	UK – London 	Mountains 
Y5	Rivers 	North & South America 
Y6	Europe 	Biomes and Climate Zones 

KS1 Progression in Geography

Year		Locational Knowledge	Place Knowledge	Human/Physical Geography	Skills and Fieldwork
1	Substantive Knowledge	• Know the names of the four countries that make up the UK • Know the three main seas that surround the UK. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. • Know that the UK is in the continent of Europe. • Know the location of some hot and cold areas of the world. • Know the location of the equator. • Know the location of the North and South poles.	• Know what I like and do not like about the place I live. • Know features of hot and cold places in the world. • Compare different temperatures – local and the world.	• Know that the equator is an invisible line around the centre of Earth • I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, and valley. • Know which the hottest and coldest season is in the UK and recognise weather patterns within these. • Know that climate means the weather of an area. • Know and recognise main weather symbols. • Know North Pole and South Pole are on a globe and are cold.	• To use a world map and a globe to locate the UK. • Use a UK map to identify countries, capitals and surrounding seas • Use aerial photos and plans to recognise some landmarks and simple human and physical features. • Engage in simple, teacher-led fieldwork enquiries – weather.
	Disciplinary Knowledge	• Understand that maps and the globe are used to locate key places around the world.	• Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.	• Understand how features can be recognised as human and physical features. • Appreciation of different weather patterns. • Start to appreciate that there are extremes of weather close to equator and also at both the North and South Poles.	• Begin to talk about the main differences between a map and a globe. • Follow directions – up, down, left, right, forwards/backwards and use simple locational (e.g. near/far) language when doing field work. • Begin to use first hand observation, including using the senses, to identify features/patterns including similarities and differences. • Orally comment on observations about what they see (size, shape, colour, location) and draw simple features.
2	Substantive Knowledge	• Know their address. • Know the name of their nearest town/city. • Know the names of and locate the seven continents of the world. • Know the names of and locate the five oceans of the world. • Know that Kenya is in the continent of Africa • Know that Nairobi is the capital city of Kenya	• Know the main differences between a place in England and that of a small place in a non-European country (Kenya) • Know how jobs may be different in other locations. • To describe a place outside Europe using geographical words and can compare it to where we live. • To know what they like and do not like about a place that is different to the one they live in.	• Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. • Know the main differences between city, town and village. • Know some of the advantages and disadvantages of living in a city or village. • Know that human features are built and physical features are natural, giving examples.	• Draw a map of a real place (local area/playground), adding some detail. • Recognise, use and construct basic symbols in a key, understanding its purpose. • Know where they live and tell someone their address. • Know the points of a compass
	Disciplinary Knowledge	• Understand that a globe represents the earth as it is and that a map is a 2d representation. • Begin to understand the importance of the features of maps – street names, symbols etc.	• Making comparisons of different areas • Know how to follow a simple map and how and why they should use key landmarks • Discuss and explain key features in their local environment. • Observe and record information about their local area.	• Make comparisons of key features in different areas, expressing opinions.	• Follow and use directions – up, down, far, near, left, right, forwards/backwards (as Y1) and bring in N, S, E and W. • Use and know which is N, E, S and W on a compass. • Engage in teacher led/guided enquiries to gather information. • Use first-hand observations to comment on features/patterns/ similarities and begin to measure using standard units. • Use first-hand observations to record information about the local area. • Use world maps, globes and infant atlases to identify continents, oceans and locations studied. • Study aerial photos and google earth to explore locality. •

KS2 Progression in Geography

Year		Locational Knowledge	Place Knowledge	Human/Physical Geography	Skills and Fieldwork
3	Substantive Knowledge	• Know and locate Lincoln and some significant cities in the UK (linked to Roman settlement) • Know that Lincoln is in the East Midland region in the UK. • Know that Lincoln is in Lincolnshire. • Know where the equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and the Tropic of Capricorn are. • Locate some volcanoes across the world	• Identify the difference between a continent, country and city. • Know the location of a number of different key geographical features. E.g. Volcanoes, in relation to the northern and southern hemispheres.	• Describe some of the key human and physical characteristics of Lincoln. • Know types of settlements and land use • Know what causes an earthquake • Know how a volcano is formed • Know the different parts of a volcano • Label the different parts of a volcano • Know the three main types of volcanoes • Know what causes a volcano to erupt and what happens during an eruption Know what causes an earthquake • Know the world's countries sit on large tectonic plates • Name the tectonic plates and countries that lie on them • Know there are three plate boundaries	• Describe and follow a route between two places using compass points. • Draw an annotated sketch from an observation including descriptive labels. • Create a simple sketch map with simple annotations showing human and physical features. • Create a map e.g. of a short route followed, with OS symbols and a key. • On digital maps, begin to identify scale and annotate with text and labels • Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road). • Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC). • Engage in guided enquiries and begin to suggest own questions for enquiry.
	Disciplinary Knowledge	• Use maps, atlases, globes to locate countries and describe features studied.	• Make comparisons between geographical features in different places. • Describe the distribution of earthquakes and volcanoes across the world.	• Recognise land use patterns of an areas and understand how they have changed over time – how Lincoln changed with the invasion of the Romans and comparison to now. • Understand why their city exists and what brought people to settle there. • Begin to appreciate why physical and human features will be different around the world • Recognise how human geographical features are determined by location and may change over time • Understand and interpret cross-section diagrams	• Know how to use maps, atlases and globes to gain a better understanding of locating countries. • Compare and contrast observations that they have made in their local environment with other places.
4	Substantive Knowledge	• Know the difference between the British Isles, Great Britain and the United Kingdom. • Know the names of and locate at least eight counties and at least six cities (different to Y2 and Y3 focus) in England. • Know, name and locate the main rivers in the UK • Know where the main mountain regions are in the UK. • Know where the main mountain ranges are across the world.	• Know the differences between London and Lincoln. • Know the differences between London and a place outside of the UK. • Know that topography describes a place and that maps have colours and symbols to show topography.	• Know some human and physical characteristics of counties in the UK. • Know and can explain the role the mountains play in the water cycle. • Know the names of a number of the world's highest mountains and can describe their location	• Know and begin to use the 8 points of a compass. N, NE, E, SE, S, SW, W, NW • Use maps and atlases to confidently locate places within the UK and the World. • Begin to use 4 figure grid references on large and medium scale maps OS maps to describe locations. • Start to use scales to estimate distances e.g. along a road/river locations.
	Disciplinary Knowledge	• Use maps, atlases, globes to locate countries and describe features studied.	• Make comparisons between geographical features in different places.	• Understand the land use pattern of London and its change over time. • Understand how the settlement of London has changed over time and why. • Make comparisons of different settlements.	• Use complex keys (e.g. making estimates based on size of symbols). • Understand the purpose of contour lines on maps. • Evaluate own observations and compare them with others. • Draw an annotated sketch from observation including descriptive and explanatory labels and indicating direction and position (compass points, coordinates and grid references could be brought in.

5	Substantive Knowledge	• Know the name of and locate a number of the world's longest rivers • Know and locate significant UK rivers using maps. • Know and locate rivers of the world using maps and atlases. • Know the names of, and locate, a number of South or North American countries. • Describe the physical and human features of areas within South America, making comparisons to the UK. • Know the names of and locate at least eight major capital cities across the world • Know key environmental regions and human and physical characteristics. of countries	• Know key differences between living in the UK and in a country in South America. • Describe the distribution of earthquakes and volcanoes. • Describe the physical and human features of areas within South America, making comparisons to the UK	• Know why most cities are located by a river • Know why industrial areas and ports are important • Describe the features of a river system including upper, middle and lower course. • Explain how rivers are used. •	• Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. Consolidate use 4 figure grid references on medium scale maps OS maps. • Begin to use 6 figure grid references to describe the location of places. • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Draw to scale from given measurements/using observations and compare to other maps. • Compare and evaluate maps with different scales. • Begin to create own complex keys using mathematical concepts (e.g. size of symbol for quantity).
	Disciplinary Knowledge	• Use maps, atlases, globes to locate countries and describe features studied.	• Make comparisons between geographical features in different places.	• Explain why natural resources such as water, energy, food and minerals are such valuable commodities. • Compare and contrast human and physical features of a place in South America to that of the UK. • Compare land use across in 2 different continents • Recognise and explain how human geographical features are determined by location and may change over time.	• Draw an annotated sketch from observation including descriptive and explanatory labels and indicating direction and position (Journey of a river). • Begin to complete enquiries based on own suggested questions
6	Substantive Knowledge	• Know the names of a number of European capitals. • Know the location of Europe in relation to the other continents and major bodies of water. • Know where lines of latitude and longitude are using a map. • Know how the location of time zones relate to the lines of longitude. • Know key environmental regions and human and physical characteristics. of countries • Know how the location of climate zones relates to lines of latitude. • Know how the location of the equator and tropics relates to location of climate zones. • Know where the world's main biomes are located. • Know the names of and locate at least eight major capital cities across the world	• Know key differences between living in the UK biome and that of other biomes. • Understand how the location and features of biomes relate to lines of latitude and climate zones.	• Know types of settlement and land use, economic activities, trade links and the distribution of natural resources including energy, food, minerals and water. • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is and how this can impact a biome's eco-system. • Know the features of some of the world's major deserts • I know why some places are similar and dissimilar in relation to their human and physical features.	• Use six figure grid references to identify and describe locations. • Use Google Earth to locate a country or place of interest, making comparisons between different biomes. • Consolidate use of an atlas by using the index to find places, from all continents. • Use latitude and longitude on atlas maps.
	Disciplinary Knowledge	• Use maps, atlases, globes to locate countries and describe features studied.	• Make comparisons between geographical features in different places.	• Know how to identify human and physical characteristics and land-use patterns. • Read and analyse weather and climate data. • Explain how a location fits into its wider geographical location; with reference to human and economical features. • I can explain why natural resources such as water, energy, food and minerals are such valuable commodities.	• Make choices of resources to use efficiently to locate, countries and places of interest. • Discuss the relationship between different thematic maps. • Understand how to use 6 figure grid references and why. • Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results. • Evaluate own observations, compare them with others and draw conclusions.

Vocabulary Progression						
FS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Town, weather, hot, cold, soil, here, there, near, far, season, world, village, countryside, farm, house, hill, sea, beach, shop, map	Near, far, wet, sunny, hot, dry, cold, house, school, street, shop Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office, atlas, left, right	Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe	Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non European	rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle	coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Biomes, rivers, meander, source, mouth, tributaries, natural resources, distribution, vegetation belts	Be able to describe and start to explain geographical processes using the correct terminology. Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links