How our Geography curriculum is constructed

Our **'progression'** details how our pupils learn the National Curriculum content. Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember, some people call this **'disciplinary knowledge'**, and the language and skills are sequentially introduced as per the diagram to the right.

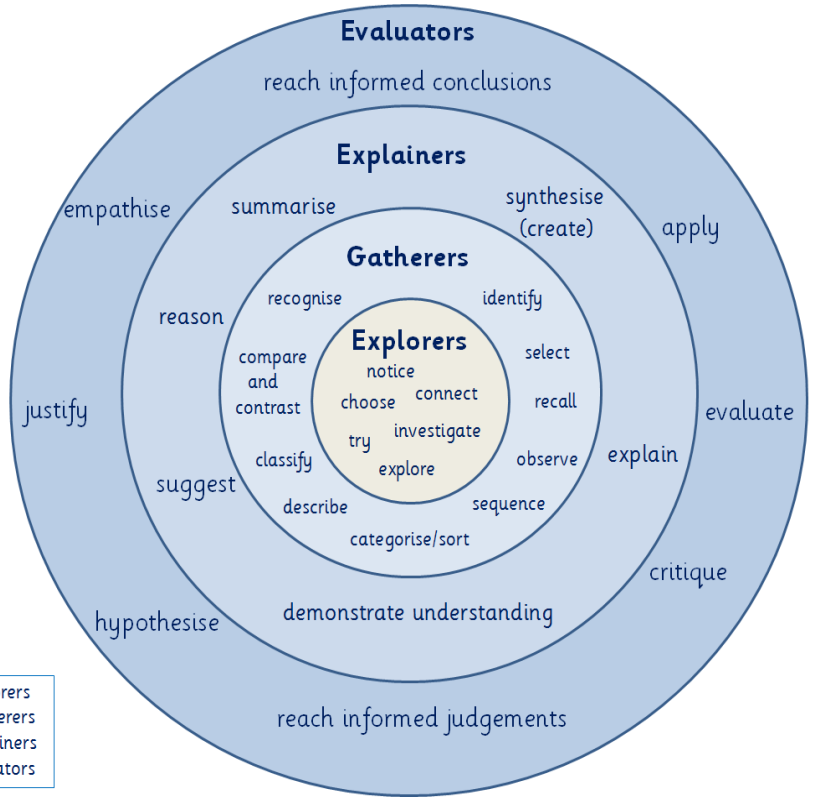
'Overview' details what is taught and when.

The progression document and our skills and techniques are sequenced small building blocks to enable children to achieve our **'key objectives' (end points)** we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the **'sticky knowledge'**, what some people call **'substantive knowledge'**, and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

Protected characteristics and **British Value**s are actively promoted at Appledore School by how we act, treat one and in what we learn. Examples of how we actively teach protected characteristics in geography include: Year 3 St Lucia (race and religion).

For our younger children in Key Stage 1 **geography is** the study of places and environments, including physical and human features, and being able to use maps to identify features and places and to find one's way around. For our older children in Key Stage 2 it is the study of places and the relationships and interactions between people and their environments, including the study of physical and human processes that create environments and learning about the future of these environments. Use of maps to support study and to navigate.



FSU - Explorers
Y1/2 – Gatherers
Y3/4 – Explainers
Y5/6 - Evaluators

Definitions & Phrasing

Explorers	Gatherers
Notice: see something and pay attention to it **Choose**: decide on something for a purpose **Connect**: make links between ideas and/or actions **Investigate**: find out about something (with a focus) **Try**: have a go at something that could be new or hard **Explore**: willingness to try out new things	**Recognise** - see something and know that it is similar to something you have seen before. **Compare/contrast** - say how something is the same or different to something else. **Classify** - group things according to their similarities **Describe:** - recall something in detail or talk about an observation in detail **Categorise/sort** - **t**he action of classifying **Sequence** - place a set of events into an order. **Observe** - notice something and say how it links to the learning. **Recall** - remember something learnt previously **Select:** - choose the information most suitable and relevant. **Identify** - understand something recalled or observed.
Explainers	**Evaluators**
Summarise: Write or say a shortened version to give the key facts and events. **Reason:** Thinking about something in a logical way to respond to a question or challenge. **Suggest:** Write or say ideas that could work in response to a question or challenge. **Demonstrate understanding:** share what you know and can explain using words, images or actions. **Explain:** Write or say how or why something happened the way it did **Synthesise:** Create statements or questions using ideas and facts.	**Reach informed conclusions:** sum up the main points about something supported by evidence. **Empathise:** place yourself in another's position. **Justify:** give reasons supported by evidence to show what you consider right or reasonable. **Hypothesise:** use your past knowledge and available facts to try and predict what might happen (make a good educated guess). **Reach informed judgement:** express a personal view about something supported by evidence. **Critique:** consider the validity or trustworthiness of evidence **Evaluating:** weigh up and judge the relative importance of something compared with other ideas and arguments. **Apply**: make use of information in a given situation/

Beginning to, ***developing*** and other similar phrasing means:
Teachers or TA's guide and support children to complete activities and/or demonstrate understanding.
In Key Stage 1 activities supported by adults through resources used, direction given and questions asked.
In Key Stage 2 teachers will explain, model and/or demonstrate before typically ask children to complete an activity with staff available to continue to support and guide towards successful completion/achievement.

Use, ***understand***, ***know***, ***secure*** and other similar phrasing means:
Children are secure in their understanding of knowledge and concepts and confidently and independently use and apply skills to achieve a desired outcome.

Geography

Yr	FSU	1	2	3	4	5	6
	Explorers	*Gatherers*		*Explainers*		*Evaluators*	
Countries and continents (1)	Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	**Begin to use world maps and globes to identify the United Kingdom and its countries** Use a map of the UK to identify the area where they live	**Use world maps, atlases and globes to identify the United Kingdom and recall the names of its countries, as well as the countries, continents and oceans studied, eg India and Africa (linked to animals)**	**Begin to use maps, atlases, globes and digital/computer mapping to identify continents and countries.**	**Use maps, atlases, globes and digital/computer mapping to identify continents and countries.**	**Begin to apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and describe features studied**	**Apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and describe features studied**
Places and features **Directions and locations (2)**	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.	**Begin to recognise simple compass directions (N,S,E,W) & locational and directional language [eg near and far; left & right], to describe the location of features and routes on a map** **Begin to describe the location of features and routes on a map** Devise a simple map (story based) and select basic	**Recognise simple compass directions (N, S, E & W) and locational and directional language [for example, near and far; left and right].** **Describe the location of features and routes on a map** Select features to include on a simple map (from a basic template) of the school grounds, using	**Recognise the four points of a compass and use them to identify locations and give directions** **Demonstrate understanding of two -figure grid references to identify locations and give direction** **Recognise symbols and key to build knowledge of places in the UK and around the world by identifying locations and key**	**Begin to demonstrate understanding of the eight points of a compass and use them to identify locations and give directions** **Begin to demonstrate understanding of four -figure grid references to identify locations and give directions** **Recognise symbols and key (including use of OS Survey maps) to build**	**Demonstrate understanding of the eight points of a compass and apply this to compare locations and give directions using maps of the local area** **Demonstrate understanding of four and begin to use six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of the local area.**	**Demonstrate understanding of the eight points of a compass to compare locations and apply this to give directions using maps of locations studied as well as on a global scale.** **Demonstrate understanding of four and six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of areas studied in the UK (OS maps) and in other countries (atlases).**

		symbols to use in a key.	compass points to navigate. Recognise basic symbols in a key	**features (human and physical)** Begin to identify the position of the equator, hemispheres and tropics. Use knowledge of human and physical features, eg considering the impact of mountains and coast, when suggesting reasons for the location of buildings and roads.	**knowledge of places in the UK by identifying locations and key features (human and physical)** Identify the position of the equator, hemispheres and tropics. Select features to suggest reasons for particular development, eg building development close to rivers.	**Recognise symbols and keys (including use of OS Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.** Begin to identify the position and significance of lines of latitude and longitude, Greenwich Meridian and time zones. Use features identified to begin justifying reasons for development, eg contour lines to suggest whether roads/homes could be built.	**Recognise symbols and keys (including the use of Ordnance Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.** Identify the position and significance of lines of latitude and longitude, Greenwich Meridian and time zones. Be able to justify which map would be most useful for the information needed, eg street map, road atlas, OS map, atlas and apply knowledge of the key features (key, grid references index, compass points) accurately.
Differences & similarities between places **How and why places have particular features**	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.	Use simple fieldwork and observational skills to study 'personal geographies' (identify where their house/school is, who lives/works there, type of building, what it is near/next door & across the road, what weather is	Be able to classify human and physical features Use aerial photographs and plan perspectives to recognise, compare and contrast landmarks and basic human and physical features in Appledore and Indian village.	Begin to recognise and be able to classify human and physical features within the landscapes studied. Begin to suggest reasons for the development of human features. **Begin to be able to compare two**	Recognise and be able to classify human and physical features within the landscapes studied. Suggest reasons for the development of human features. c) **Be able to compare two**	Begin to use maps and data to record observations from enquiries beyond the local area **Compare two different locations, looking at their human and physical features and begin to reach informed conclusions as to**	Use maps and data to record observations from enquiries beyond the local area **Compare two different locations, looking at their human and physical features and reach informed conclusions as to how and why they are different.**

Places, climates, features and landscapes **Maps and data** **(3)**		like, nearby features such a river, sea, hill, wood/forest,fields) . **Compare personal geography to someone else's, identifying features that are similar and different.** Begin to identify seasonal and daily weather patterns in the UK. Locate the north and south pole	**Use simple fieldwork and observational skills to compare the geography of the key human and physical features of Appledore and Indian village.** Identify seasonal and daily weather patterns in the UK. Locate hot and cold places in relation to the poles and equator.	**contrasting locations, using their human and physical features, climate and global position to explain their differences** Begin to use fieldwork skills to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.	**contrasting locations, using their human and physical features, climate and global position to explain their differences.** Use fieldwork (and other sources) 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.	**how and why they are different.** Begin to interpret maps and data presenting results from fieldwork in a wider global context.	Interpret maps and data presenting results from fieldwork in a wider global context.
Using evidence (4)				Begin to recognise that people's lives can be impacted by changes to human and physical features, eg earthquakes and building and start to be able to explain the impact using understanding of the features studied to give reasons.	Recognise that people's lives can be impacted by changes to human and physical features, eg earthquakes and building and be able to explain the impact using understanding of the features studied to give reasons Use knowledge of physical features and their impact on human features to make choices about locations for	Begin to use knowledge of human and physical features to evaluate the actual/potential impact of changes to the environment on the people who live there, eg flooding, development of cities. Begin to hypothesise scenarios that could impact positively/ negatively on these people, beginning to demonstrate the ability to empathise.	Use knowledge of human and physical features to evaluate the impact of changes to the environment on the people who live there, eg flooding, development of cities. Hypothesise scenarios that could impact positively/negatively on these people, demonstrating the ability to empathise. Make reasoned judgements about decisions made and critique those of others,

					a planned settlement, eg bridging points and risks of flooding. Be able to summarise the key reasons for the decisions made.	Begin to make reasoned judgements about decisions made and critique those of others, justifying judgements made.	justifying judgements made.

Geography Curriculum Overview

	FSU	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Visit to Appledore Library **half termly.** Looking at local landmarks and talking about our route.			Deforestation - What is deforestation?	What impact could reduce, reuse, recycle have on our planet?	Plastic in the ocean/ rivers	How is climate change affecting the world?
Autumn 2	Where is India on the map/globe?	Coasts- What do we find where the land meets the sea?	India - How is the village in India different to Appledore?	St Lucia - Where in the world is home for Denise?			World War II Why was winning the Battle of Britain in 1940 so important? Geography aspect: Countries around the world involved in WWII
Spring 1	Which countries does snow fall in? Why don't we get snow? Where is China and England on the map/globe						*Coordinates and map work - outdoor learning (eg pond project)*
Spring 2						Florida - The sunshine state	
Summer 1	Compare Appledore to …. To where and when to be taught to be decided depending on topic based on children's interest.	Oceans - What do we find in the oceans?	The seaside Why do we like going to the seaside so much?	Rivers - The Journey of a River from Source to Mouth	Why is water the world's most precious resource?	Weather around the World	
Summer 2					Why do earthquakes have a greater impact in some countries than others?		Lundy Island - Island life

Geography 'Sticky' (substantive) Knowledge		Geography Key Objectives (end points)
FSU	Talk about how Appledore is the same and different as the place or country that we study.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.
Year 1	**Coasts – What do we find where the coast meets the sea** • Know why people might visit the coast, e.g. the beaches, rock pooling, the views, surfing, bodyboarding. • Discover what we see in North Devon where the land meets the sea • Know what we see in the UK where the land meets the sea • Know the countries that make up the UK- England, Scotland, Wales and Northern Ireland. Begin to look at capital cities for each country. • Be able to find key coastline features on a map, • Know the seasonal changes and different weather patterns we will see in different seasons **What do we find in the oceans?** • Know the 5 oceans and label them on a map. Know the order of the oceans from biggest to smallest- Arctic, Southern, ndian, Atlantic, Pacific. • Know the ocean has layers and know how the layers are different- Sunlight zone, Twilight zone, Midnight zone, Abyss, Trenches. • Know which layer most animals live in- Sunlight zone. • Know a range of animals and plants that live in the ocean • Know that litter can be found in the ocean • Know how litter gets into the ocean and how it can be dangerous for animals • Know ways we can stop litter getting into the ocean, e.g making sure there is no litter on the floor, recycling as much as possible, doing beach cleans.	By the end of Year 1, using first hand fieldwork experiences as well as secondary sources, our young geographers are developing into *gatherers* and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to begin to understand about the environment around us and the impact of the people who live there. 1. Begin to use world maps and globes to identify the United Kingdom and its countries 2. Begin to recognise simple compass directions (N,S,E,W) & locational and directional language [eg near and far; left & right], to describe the location of features and routes on a map 3. Begin to describe the location of features and routes on a map 4. Compare personal geography to someone else's, identifying features that
Year 2	**How is the village in India different to Appledore**? • Name and identify the seven continents of the world • Name and identify the five oceans of the world • Locate the UK on a world map • Locate India on a world map • Say some of the ways India is different from the UK by naming some human and physical features (ie schools, farming, animals) **Why do we like going to the seaside so much?**	By the end of Year 2, using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure *gatherers* and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to understand about the environment around us and the impact of the people who live there. 1. Use world maps, atlases and globes to identify the United Kingdom and recall the names of its countries, as well as

	• Be able to identify the UK on a map / globe / atlas and name its countries, capital cities and seas • Know the main features of a map and be able to construct a map. • Identify and describe the main human and physical features of seaside environments (physical - cliffs, beach, sand dunes; human - pier, promenade, beach huts) • Describe reasons as to why it is important to protect living things at the seaside (protect / maintain - air quality, food sources, soil quality, keeping a balance).	the countries, continents and oceans studied, eg India and Africa (linked to animals) 2. Recognise simple compass directions (N, S, E & West) and locational and directional language [eg, near and far; left and right]. 3. Describe the location of features and routes on a map 4. Use simple fieldwork and observational skills to compare the geography of the key human and physical features of Appledore and Indian village.
Year 3	**What is deforestation?** • Be able to make suggestions about how and why rainforests are deforested. • Be able to 'tell the story' of deforestation from the perspective of an animal • Recognise the importance of the rainforest as a resource for people and animals (Eden Project Rainforest Rangers workshop). • Recognise how and why light does/not reach the forest floor • Recognise the impact people have on the rainforest through use of palm oil and farming. **St Lucia - Where in the world is home for Denise?** • Be able to suggest where Denise lives based on knowledge of climate zones (using images) • Know the world's climate zones and identify them on a world map • Recognise the impact of being near the equator (why the tropics exist) • Know where in the world the UK and The Caribbean are • Recognise and name the seven continents • Be able to sort and name human and physical features of St.Lucia • Know and use 4 compass points to locate places and give directions • Know that climate impacts on food, building and lifestyle. • Know that the physical environment impacts on human development (e.g. no roads over mountain ranges). **The Journey of a River from Source to Mouth** • Know the physical features of a river • Know why bridges need to be built by rivers • Know the journey of a river from source to mouth	By the end of Year 3, using first hand fieldwork experiences as well as secondary sources, our young geographers are developing in to *explainers* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and explain how and why we have can have an impact on the changing world around us. 1. Begin to use maps, atlases, globes and digital/computer mapping to identify continents and countries. 2. Recognise the four points of a compass and use them to identify locations and give directions 3. Demonstrate understanding 2-figure grid references to identify locations and give direction 4. Recognise symbols and key to build knowledge of places in the UK and around the world by identifying locations and key features (human and physical) 5. Begin to be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences
Year 4	**What impact could reduce, reuse, recycle have on our planet?** • Know that waste causes pollution (land and sea) • Know what landfill is • Know why some countries are not able to prevent/solve pollution issues (poverty/resources etc.)	By the end of Year 4, using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure *explainers* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to

	• Know how we can take steps to prevent damage to the environment • Know what reduce, reuse and recycle mean **Why is water the world's most precious resource?** • Know how they consume water in their everyday lives. • Know that much of the water we use can't be seen • Know what the term virtual water means and describe how it affects their daily lives • Know different ways in which they and adults/school can conserve water • Know why it is important to conserve water know all the ways in which water can be conserved **Why do some earthquakes cause more damage than others?** • Know that earthquakes occur on fault lines and understand why. • Know (name) the layers of the earth. • Know the function of each layer of the earth • Know why earthquakes occur • Know why earthquakes occur at the same location as volcanoes • Know why so many earthquakes occur in the Pacific Rim of Fire • Know why New Zealand experiences so many earthquakes • Know what magnitude is and understand the effect this has on the damage the earthquake causes	understand and explain how and why we have can have an impact on the changing world around us. 1. Use maps, atlases, globes and digital/computer mapping to identify continents and countries. 2. Identify the position of the equator, hemispheres and tropics. 3. Begin to demonstrate understanding of 4-figure grid references to identify locations and give directions 4. Recognise symbols and key (including use of OS Survey maps) to build knowledge of places in the UK by identifying locations and key features (human and physical) 5. Be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences
Year 5	**Plastic in the ocean/river** • Know the 5 oceans and label them on a map. Know the order of the oceans from biggest to smallest and that each Ocean has different features • Know tropics of cancer and Capricorn and line of meridian • Know how litter gets into the ocean and how it can be dangerous for animals • Know that local and global projects can help prevent plastic enter the oceans • Understand that pollution is a result of Human activity • Understand how data and studies can help create change **Florida, the sunshine state** • Use maps and atlases to locate countries in North America, lines of latitude and longitude, Tropics of Cancer and Capricorn, Prime Meridian and time zones • Understand why location on the Earth affects the climate including extreme weather. • Understand tourist attractions. • Understand that Florida is a peninsula and locate other peninsulas. • Understand why the climate is different in Florida to the UK and make comparisons. **Weather around the world** • Know how the equator affects a country's climate • Know about Global Warming and El Nino and what impact they have on the planet	By the end of Year 5, using first hand fieldwork experiences as well as secondary sources, our young geographers are developing into *evaluators* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and evaluate the impact of human and environmental factors on the changing world around us. 1. Begin to apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and begin to describe features studied 2. Demonstrate understanding of the eight points of a compass and apply this to compare locations and give directions using maps of the local area 3. Demonstrate understanding of four and begin to use six - figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of the local area. 4. Recognise symbols and keys (including use of OS Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.

	• The weather conditions associated with high and low pressure • Understand isobars used in weather forecasts	5. Compare two different locations, looking at their human and physical features and begin to reach informed conclusions as to how and why they are different.
Year 6	**How is climate change affecting the world?** • Know and understand that the climate of the world is warming up. • To know the difference between climate and weather, climate change and the greenhouse effect. • Explain some of the most important reasons that cause climate change: Human activities are releasing excessive amounts of greenhouse gases into our atmosphere. As a result, the globe is already one degree warmer on average than it was before the Industrial Revolution. • Know some areas in the world that are affected by climate change and what the results of this are (Bangladesh, Uganda, Malawi and Bolivia) linking to location and physical features. Linking this to recent events in the UK. • To know some alternatives to fossil fuels and ways of reducing carbon footprints. • Know that to keep global warming below 1.5˚C, we need to make the switch from fossil fuels to 100% renewable energy and bring our carbon pollution down to net zero by 2050. **Countries around the world involved in WWII** • Know the key participants in WWII and be able to locate them on a map (eg the axis - Germany, Japan & Italy and the allies, initially UK, France and Poland, latterly USA, Soviet Union and China and some other countries from the commonwealth) • By the end of May. 1940, Nazi Germany had occupied almost all of Western Europe and driven the allied armies of Britain and France into the English Channel at Dunkirk. Have an idea of the size of this area. • Give reasons based on understanding of physical geography why certain parts of the country were deemed safer for evacuees - relate to Northam Burrows walk info. • Through rationing learning relate to knowledge of where things come from (climate work). **Coordinates and map work - outdoor learning (pond project)** ● Know how to use six figure grid references **Lundy Island** ● Know what an island is, different ways they are formed (eg volcano, coral, tidal, breakaway landmass many years ago) and what an archipelago is ● Impact of climate change on islands (eg rising sea level, decline of fishing industry ● Identify similarities between Lundy and Tuvalu (eg climate – tropical and temperate, location. Habitation)	By the end of Year 6, using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure *evaluators* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to understand and evaluate the impact of human and environmental factors on the changing world around us. 1. Apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and describe features studied 2. Demonstrate understanding of the eight points of a compass to compare locations and apply this to give directions using maps of locations studied as well as on a global scale. 3. Demonstrate understanding of four and six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of areas studied in the UK (OS maps) and in other countries (atlases). 4. Recognise symbols and keys (including the use of Ordnance Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines. 5. Compare two different locations, looking at their human and physical features and reach informed conclusions as to how and why they are different.