Monksmoor Park Geography Curriculum

Purpose:

A high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims:

Ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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The underlying principle of our curriculum is to be sensitive, honest, inclusive, never give up and exemplary learners who can step out into the world as rounded and caring world citizens, with transferable life skills, who can manage future life challenges. How the history curriculum develops these learning attributes (we call SHINE) is exemplified below:

Sensitive	Honest	Inclusive	Never give up	Exemplary
Children will show sensitivity when learning about geography by expressing empathy and concern for the people and environments they study, often asking thoughtful questions about the challenges different regions face. They may also demonstrate a strong emotional response to issues such as natural disasters or social injustices, indicating their deep connection and understanding.	Children will show honesty when learning about geography by openly admitting when they don't understand a concept or need more information about a topic. They will also demonstrate honesty by acknowledging their own biases and making an effort to approach different cultures and regions with an open mind and a willingness to learn.	Children will show inclusivity when learning about geography by actively seeking to understand and appreciate diverse cultures, perspectives, and experiences from around the world. They can also promote inclusivity by engaging in group discussions, listening respectfully to their peers' viewpoints, and valuing contributions from everyone, regardless of their background.	Children will show resilience when learning about geography by persevering through challenging topics, such as complex maps or difficult concepts, and not giving up when they encounter obstacles. They will also demonstrate resilience by remaining curious and motivated to learn, even when faced with upsetting information about environmental or social issues around the world.	Children will show exemplary behaviour when learning about geography by consistently demonstrating curiosity, asking insightful questions, and actively participating in discussions. They will also set a positive example by completing their work with diligence, conducting additional research, and sharing their knowledge and enthusiasm with their classmates.

This document is designed to aid teachers in helping pupils to form a geography schema within their long-term memories. Our Geography Curriculum follows a simple model: **breadth of study, substantive knowledge, disciplinary knowledge, the enquiry approach.**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1: Where in the world is Daventry?	**Unit 1:** What on earth is a continent?	**Unit 1:** What's the same and What's different between England and France?	**Unit 1:** How does life in the UK compare to Brazil?	**Unit 1:** What are the different biomes around the world?	**Unit 1:** Would you live on the Ring of Fire?
Unit 2: What makes the UK a special place?	**Unit 2:** What is it like to live in Sydney Australia?	**Unit 1:** What journey does water take on its way to the coast?	**Unit 2:** What kinds of extreme weather impact human activity around the world?	**Unit 2:** How does climate change impact our planet?	**Unit 2:** Why do people migrate?

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EYFS	**ELG Understanding the World - People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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. **Understanding the World – The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Understanding of the World – statutory curriculum

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn 1: Me and My School.	**Autumn 2: Special Days and Celebrations.**	**Spring 1: Dinosaurs.**
Seasonal change - Autumn Exploring school and the school grounds Where do I live? How do I get to school?	Joining in with family customs and routines Showing interest in different occupations and ways of life Trip to Playtown	Look closely at similarities and differences, patterns and change when finding out about dinosaurs. Creating and playing with dinosaur lands Talk about different environments and how they are the same and different Seasonal change - Winter
Key vocabulary: season, year, month, week, day Weather, calendar, weather words (rainy, sunny, cloudy, warm, cold, foggy) Field, playground, hall, classroom, corridor, office Words to describe position eg next to, behind, a long way away Village, town, house, home ,	Key vocabulary: family, celebration, same, different, Job, names of different places where people might work eg office, farm, fire station, hospital	Key vocabulary: land, sea, volcano, cave, wood, space, Museum, palaeontologist
Spring 2: Our Amazing World. **Focus on global citizenship – developing awe and wonder of the natural world**	**Summer 1: Minibeasts.**	**Summer 2: Julia Donaldson.**
Look at maps of local area, the UK, the World. Use jigsaw maps and globes. Start from places the children know, have visited, have relatives in etc use stories and the internet to look at different environments and types of place Seasonal change – Spring, looking at growth and how plants grow and change Look at Earth as a planet – What other planets are there? Know their own address	Talk about features of their own immediate environment and how environments might vary from each other. Look at where different minibeasts live and explain why. Life cycles of different minibeasts	Know about similarities and differences between the natural world around them and contrasting environments – use key stories such as The Gruffalo, Stickman , The Everywhere Bear and Jack and the FLum Flum tree to look at different environments, develop vocabulary and use maps of the key places in the story. Seasonal change - Summer
Key vocabulary: map, globe, world, country, land, sea, travel, outer space, planet, solar system, astronaut Blossom, shoots, flower, petal, stem, root	Key vocabulary : Habitat, pond, tree, plant, underground Life cycle, egg, chrysalis,	Map, directions, positional language ,eg around the corner, nearby etc

Breadth of study:

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Unit 1: Where in the world is Daventry?

Rationale: To build on the experiences of Foundation where the children have learnt about the school environment and will now branch out to explore the locality of Daventry and Northamptonshire.
Outcome: Children will be able to explain what they know about Daventry and why this locality is special to them.
Links: Links to EYFS where the children will build on the experiences of investigating and exploring the school environment. This will expand on the children's locational knowledge and they can now begin to explore on a wider scale.
Vocabulary: town, county, woodland, fields, A14, reservoir, nature reserve, England, country.

Place knowledge:

- *Understand geographical similarities and differences through studying the human and physical geography of Daventry and Northamptonshire.*

Human and physical knowledge:

- *Use geographical vocabulary to refer to key physical & human features of Daventry and Northamptonshire.*

Geographical skills and fieldwork:

- *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Daventry and Northamptonshire;*
- *Devise a simple map of Daventry; and use and construct basic symbols in a key*
- *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.*

Global Citizenship link: Civic Responsibility (What do people do in our local community to help each other and make out locality a successful, safe place to live?)
The above global citizenship link can be taught as a one-off lesson or be embedded within the unit.

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Unit 1: What on earth is a continent?

Rationale: Continuing the theme of deepening and widening the children's understanding of where they are in the world, the children will now reflect upon where they are in terms of continents and oceans. Using a range of geographical skills, the children will learn about the 7 continents and 5 oceans and how diverse life is. The children will also learn about the weather, looking at weather patterns and the location of hot and cold countries.
Outcome: Children will be able to name and locate the world's seven oceans and continents on a range of different maps. They will also be able to explain how invisible lines such as the Equator impact weather patterns and physical geography in different continents.
Links: Previous geography units. This also links to future geography units (The Ring of Fire), biomes and climate zones. In science, children also study living things and their habitats throughout their journey through school.
Vocabulary: Europe, North America, South America, Asia, Africa, Australia, Antarctica, oceans, continent, satellite image, compass, poles, equator, hemisphere, weather patterns, seasons.

Locational knowledge:

- *Name and locate the world's seven continents and five oceans*
- *Locate some of the British Oversees Territories*
- *Locate countries – where are they in relation to the continents of the world.*

Human and physical knowledge:

- *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*

Geographical skills and fieldwork:

- *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage*
- *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map*

Global Citizenship link: Plastic Pollution within the world's oceans (How are humans polluting the world's oceans with plastics, what impact is it having and how can we combat this?)
The above global citizenship link can be taught as a one-off lesson or be embedded within the unit.

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Map Skills/Fieldwork:

-Be able to understand and create maps linked to the school and local area (Daventry) and use existing vocabulary to help describe features. Add symbols to their own maps.
-Visit some local facilities e.g. health centre, library shops and talk about what happens there.
-Visit a park or other open green space to observe how people enjoy/use it
-Know North, South, East and West compass directions through outdoor, practical learning. (Compasses) -Use Google Maps/Digimaps to lead discussions about physical and human features of geography in the local area.

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Map Skills/Fieldwork:

-Use of globes and atlases to find countries, continents and oceans.
-Use of maps and atlases to identify the equator, the poles (comparisons between hot and cold places on the earth).

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Unit 2: What makes the UK a special place?	Unit 2: What is it like to live in Sydney Australia?
Rationale: To build upon the locational knowledge of Daventry. Children will now start to look at England and the United Kingdom. The children will deepen and widen their understanding of where they are in the world by learning about the countries, surrounding seas and capital cities of the UK. They will develop their basic geographical vocabulary by exploring key features across the UK including: the seaside, mountains and forest. The children will also deepen their understanding of maps, drawing to scale and begin to use ordnance survey symbols. **Outcome:** Children will know about the country they live in and the special relationship of the United Kingdom and the 4 different parts of it. Children will also have an understanding of the difference between Great Britain, UK and British Isles. **Links:** British Values**.** This continues to build upon locational knowledge which will feed in to when the children learn about continents and how they are made up. **Vocabulary:** England, Wales, Northern Ireland, Scotland, London, Cardiff, Edinburgh, Belfast, Irish Sea, English Channel, North Sea, Atlantic Ocean, Human features, Physical features, Seasons, equator **Locational knowledge**: • *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* **Human and physical knowledge:** • *Identify seasonal and daily weather patterns in the United Kingdom.* • *Use geographical vocabulary to refer to key physical & human features of the United Kingdom.* **Geographical skills and fieldwork:** • *Use world maps, atlases and globes to identify the United Kingdom and its countries* • *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map*	**Rationale:** Once the UK has been placed in the world, the children can then explore the world, its continents, oceans and polar regions **Outcome:** Children will be able to decide on the positives and negatives of living in a warmer climate in comparison to the UK. They will make comparisons of two cities: London and Sydney. **Links:** **Vocabulary:** Continent, ocean, sea, investigate, locate, environment, world, map, globe, weather, river, Australia, UK, England, equator **Place knowledge:** • *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European location – Australia.* **Human and physical knowledge:** • *Use geographical vocabulary to refer to key physical & human features of Daventry and Sydney.* **Geographical skills and fieldwork:** • *Devise a simple map of Australia; and use and construct basic symbols in a key.* • *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map*
Map Skills/Fieldwork: -Children can use atlases to identify capitals and country borders of the UK. -Children can use maps to show variations of weather and precipitation in the UK. -Children investigate different weather conditions through observations and by making/using simple measurement devices e.g. wind direction or rainfall.	**Map Skills/Fieldwork:** -Use of digital maps as well as atlases to zoom in to local scale e.g. compare rural and urban ways of living. -Land use sketches.

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Key Stage 2			
Year 3	**Year 4**	Year 5	Year 6
Unit 1: What's the same and what's different between England and France? **Rationale:** To build upon the locational knowledge of the UK and place it within the continent of Europe. To investigate physical and human features of both countries and compare them. What do you notice? **Outcome:** Children will be able to identify human and physical features that are similar and different about France and the UK. **Links:** French **Vocabulary:** mountains, hills, coast, rivers, population, density, cities, town, village, rural, urban, Paris, London, temperature, Alps, Seine, Thames. **Locational knowledge:** • *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time* • *Name and locate key cities and physical features of France (The Alps, the Riviera, the Seine etc)* • *Locate both the UK and France on a European map and on the world map.* • *Locate the world's countries, using maps to focus on Europe (including the location of Russia)*	**Unit 1: How does life in the UK compare to life in Brazil?** **Rationale:** To now explore our world by making a comparison between two countries on differing continents: The United Kingdom and Brazil. Children need to understand the key human and geographical aspects of each location and how they impact everyday life. **Outcome:** Children will be able to explain the human and physical differences between The United Kingdom and Brazil. Children will also be able to describe the issues that affect the populations of both countries. **Links:** Science: plants and life cycles. This unit will also develop prior knowledge in preparation for the children learning about biomes in Year 5. **Vocabulary:** population, compare, United Kingdom, Brazil, rural, urban, Amazon, developed, undeveloped. **Locational knowledge:** • *Locate the world's countries using maps to focus on Europe including the location of Russia) and North and South America, concentrating on their environmental regions, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.*	**Unit 1: What are the different biomes around the world?** **Rationale:** In this unit, the children will now explore a various parts of the world: South Africa- Savanna, Boreal/Taiga Forest – Canada, Australia – Great Barrier Reef, China – Temperate Forest **Outcome:** Children will be able to identify and talk about what biomes and ecosystems are. **Links:** Links to Yr 2, 4, 5 and 6 (living things) science curriculum and Year 4 unit on Brazil. **Vocabulary:** ecosystem, biome, equator, Tropic of Cancer, Tropic of Capricorn, climate, Australia, desert, tundra, grassland, savanna, aquatic (fresh and sea water), tropical rainforest, temperate forest, taiga (Boreal forest) **Locational Knowledge:** • *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (linked to how hurricanes can only form in certain areas of the world).* **Human and Physical Geography:** • *physical geography, including: climate zones, biomes and vegetation belts, rivers,*	**Unit 1: Would you choose to live on the Ring of Fire?** **Rationale:** Building on from our exploration of the world, the children will head over to the Ring of Fire. They will learn about earthquakes and volcanoes and the perils of living with this constant threat. They will discuss the consequences and understand why people choose to live in these areas. **Outcome:** Children will be able to identify some countries on the Ring of Fire knowing their similarities and differences geographically. Children will know and understand what volcanoes and earthquakes are and some information about how they work. **Links:** Links to Year 4 topic on extreme weather and later Year 6 unit on migration and why people are forced to migrate. **Vocabulary:** volcano, magma, earthquake, plates, plate tectonics, formation, pyroclastic flow, lava, ash, eruption, human activity, economic impacts, environmental impacts. **Locational Knowledge:** • *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time*

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Place knowledge: • *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and France.* **Human and physical knowledge:** • *Describe and understand key aspects of Human geography, including: population density of UK versus France. Types of settlement and land use In both countries, economic activity including trade links, the physical links of the country - channel tunnel.* • *Describe and understand key aspects of physical geography including:* *mountains - Mount Blanc versus Scarfell Pike or Ben Nevis.* **Geographical skills and fieldwork:** • *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* • *Use the eight points of a compass, four figure grid references, symbols and key (including the use of the United Kingdom and the wider world*	**Place Knowledge:** • *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America* **Human and Physical Geography:** • *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.* **Geographical Skills and Fieldwork:** • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* • *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies* **Global Citizenship link: Inequality: (What is inequality and how is inequality visible in Brazil: Comparison between favelas and the rich in Rio.)** **The above global citizenship link can be taught as a one-off lesson or be embedded within the unit.**	*mountains, volcanoes and earthquakes, and the water cycle* **Geographical Skills and Fieldwork:** • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*	• *Locate the world's countries using maps to focus on Europe including the location of Russia) and North and South America, concentrating on their environmental regions, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.* **Human and Physical Geography:** • *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* **Geographical Skills and Fieldwork:** • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* • *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*
Map Skills/Fieldwork: -Use maps and atlases to compare physical and human characteristics of each country. -Use digital mapping such as Google Earth and Digimaps.	**Map Skills/Fieldwork:** -Use maps and atlases to compare physical and human characteristics of each country. -Use digital mapping such as Google Earth and Digimaps.	**Map Skills/Fieldwork:** -Investigate and map different biomes from around the world and explain why these biomes exist there (linked to climate, lines of latitude etc). -Visit a temperate forest to study the trees, plants and animals as an ecosystem (woods at the back of school, Barnsdale or another local woodland).	**Map Skills/Fieldwork:** -Map major mountain ranges/volcanoes and earthquake zones- link back to work on continents. -Investigate volcanoes using Google Earth, Digimaps and Bing imagery. -Make detailed, annotated diagrams of the structure of volcanoes and tectonic plate boundaries. -Use a seismograph to measure tectonic plate activity.
Unit 2: What journey does a river take on its way to a coast? **Rationale:** To build upon the human and physical geography knowledge gained in Year 2 where the	**Unit 2: What kinds of extreme weather impact human activity around the world?**	**Unit 2: How does climate change impact our planet?** **Rationale:** As a school, we feel it is important that children understand the need to be global citizens	**Unit 2: Why do people migrate?** **Rationale:** Building on the children's experience of human geography through KS2, they will now focus

children compared the Oakham to Aswan. The children will now learn about one defined aspect: rivers and coastal features. **Outcome:** Children will be able to explain the journey of a river and identify key features of rivers and coasts. The children will also have a secure understanding of how the water cycle is linked. **Links:** Global citizenship: river pollution. **Vocabulary:** source, mouth, meander, ox-bow lake, water cycle, valley, rapids, waterfall, stack, caves, cliffs and beaches, flooding, flood plain. **Locational Knowledge:** • *Name and locate counties and cities of the United* • *Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time* **Human and Physical Geography:** • *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* **Geographical Skills and Fieldwork:** • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* • *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.* **Global Citizenship link: River Pollution (How are the world's rivers being polluted, what impact does it have on humans/biodiversity and what can be done to combat it?)** **The above global citizenship link can be taught as a one-off lesson or be embedded within the unit.**	**Rationale:** Building upon the children's experience and learning about weather in KS1, they will now explore extreme weather and how it impacts human activity around the world. **Outcome:** Children will know examples of types of extreme weather such as hurricanes, tornadoes and flooding and know how they impact humans and the environment. **Links:** Year 6 units on earthquakes and volcanoes and migration. Year 5 unit on climate change. **Vocabulary:** flooding, tornados, hurricanes, extreme, impacts, human activity. **Locational Knowledge:** • *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (linked to how hurricanes can only form in certain areas of the world).* **Human and Physical Geography:** • *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* • *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (human impact of natural disasters)* **Geographical Skills and Fieldwork:** • *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	but understand the adverse effects of climate change and how it can be managed. **Outcome:** Children will understand the causes of climate change and know how we can help slow it down. **Links:** Global citizenship **Vocabulary:** climate, change, responsible, fossil fuels, renewable energy, non-renewable energy, pollution, irreversible, weather, climate **Locational Knowledge:** • *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time* **Human and Physical Geography:** • *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* **Geographical Skills and Fieldwork:** • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* • *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.* **Global Citizenship link: Climate Change (How have humans contributed towards climate change, what are its impacts and what can be done to combat this?)** **The above global citizenship link can be taught as a one-off lesson or be embedded within the unit.**	on how and why migration occurs around the world. Is this choice or necessity? **Outcome:** Children will understand that migration can be down to choice or necessity and that migration has been part of our diverse world history and it will continue to be a part of our future. **Links:** Links to our RS, Christian/British values as well as our PSHE curriculum which focuses on difference and respect. **Vocabulary:** migration, movement, conflict, famine, political instability, economic, refugee, asylum, displacement **Locational Knowledge:** • *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time* **Human and Physical Geography:** • *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (human impact of natural disasters)* **Geographical Skills and Fieldwork:** • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* • *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.* **Global Citizenship link: Cultural Awareness (Why do people migrate and what kinds of problems do they encounter on their journey/when they resettle?)** **The above global citizenship link can be taught as a one-off lesson or be embedded within the unit.**
Map Skills/Fieldwork:	**Map Skills/Fieldwork:**	**Map Skills/Fieldwork:**	**Map Skills/Fieldwork:**

-Investigate and record different weather phenomena e.g. rainfall with rain gauges and discuss where this rain goes to start the water cycle. -Use measurement equipment to measure the speed of a stream/river -Make observational drawings of different river features/create models of the journey of a river. -Potential trip to a river or water treatment facility.	-Use maps and globes to explore how hurricanes/tornadoes normally only occur in certain areas of the world (link to equator and lines of latitude). -Use maps and globes to identify areas/human activity which may be disrupted in the aftermath of a hurricane or tornado. -**https://www.nhc.noaa.gov/** (live Hurricane tracker) would allow pupils to locate and make predictions about which direction a hurricane will travel.	-Investigate links between energy use around the world e.g. fossil fuels and the impact on deforestation and climate change. -Use NASA earth's visible light map to discuss energy use around the world. -Map out and investigate alternative energy use.	-Investigate physical and human features and link to patterns of migration and major cities and towns. -Make land use diagrams to map out human activity and why this can change through migration.

Year 1 - **Unit 1:** Where in the world is Daventry?

Context: This unit encourages children to explore their sense of place by investigating where Daventry is located in the wider world. Children will build on their locational knowledge by identifying Daventry within the United Kingdom and recognising it as part of England. They will use maps, globes, and atlases to locate Daventry and begin to compare it with contrasting places in the UK and overseas. Through this, pupils will deepen their understanding of geographical vocabulary relating to human and physical features, and start to make simple observations about similarities and differences between places.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
• Ma and My place – Reception	• Where in the UK is Daventry? • What are some special places you know in Daventry? • Can you name some natural places like woods or fields near Daventry? • What are the important buildings or roads in Daventry that you have seen? • How is Daventry similar or different from other places you know? • How can we use maps and pictures to find places and features in Daventry?	• Daventry is a market town in Northamptonshire, which is in the East Midlands region of England, in the central part of the Important places in Daventry include the town centre with shops, the library, schools, and the nature reserve where animals live. • Around Daventry, there are woods full of trees, open fields, and a reservoir that holds water and homes for birds and fish. • Human features in Daventry are houses, shops, the main road called the A14, and parks where people can play. • Daventry is like other towns because it has shops and schools, but it is different because it has large green fields and a nature reserve nearby. • We use maps and aerial photos to find places in Daventry by looking for symbols that show buildings, roads, and natural areas. This helps us make simple maps.	Daventry · United Kingdom · England · Country · Capital City · Map · Atlas · Globe · Human Features · Physical Features · Local Area · World · Compare · Similarities · Differences · Location · Near · Far · Town · City · Sea · Ocean **Texts** • "Katie in London" by James Mayhew — A lovely story that explores landmarks in London, helping children understand places in the UK. • "The Town Mouse and the Country Mouse" (various versions) — A classic tale that contrasts town and countryside life, helping with ideas of human and physical features. • "Me on the Map" by Joan Sweeney — A simple book about maps and places, perfect for introducing mapping skills.	• Can you locate Daventry on a map of the United Kingdom and name the country it is in? • What is the difference between a human feature and a physical feature? Can you give examples of each from Daventry? • How is Daventry similar to or different from another place in the world you have learned about?

Year 1 - Unit 2: What makes the UK a special place?

Context: This unit offers children the chance to widen their geographical understanding beyond areas that are familiar to them. Children will be introduced to the four countries of the UK, their capital cities and the surrounding seas and oceans. They will examine maps and uses an atlas to identify where places are and will develop their understanding of their human and physical features

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment

Children will have previously: • Recognised key landmarks with the local area. • Leaned about the human and physical features of their locality. Previous fieldwork skills: • Be familiar with the concept of a map • Created simple maps of their school environment and local area. • Made observations of the weather – linked to seasons.	• What countries and capitals make up the UK? • What seas and oceans surround the UK? • What are some of the key iconic physical and human features of the UK? • What is the weather like in the UK and why? • What makes the UK a special place? Assessment lesson	• Know where to locate England, Wales, Scotland and Northern Ireland on a map. • Know the capital cities of the UK are: London, Cardiff, Edinburgh and Belfast. • Know the difference between Great Britain and the UK • Know there are three seas and one ocean that surround the UK. • Know how to identify human and physical features on a map. • Know the seasonal and daily weather patterns in the UK.	England, Wales, Northern Ireland, Scotland, London, Cardiff, Edinburgh, Belfast, Irish Sea, English Channel, North Sea, Atlantic Ocean, Human features, Physical features, Seasons, equator Texts • Maps of the United Kingdom by Rachel Dixon , The Big Book of the UK by Imogen Russell, A Street Through Time by DK & Steve Noon	Children to create a short blog/video/weather forecast answering the disciplinary questions. They will need a blank map of the UK and labels (countries/cities/seas/oceans etc) to support this. Disciplinary questions: • What countries are in the United Kingdom and Where are they on a map? • What are the surrounding seas/oceans? • What is the weather like in these countries? • Name some of the key landmarks in each country. •

Year 2 - Unit 1: What on earth is a continent?
Context: In this unit, the children will learn about what a continent is and how these are linked but are different to countries. The children will also learn about how and why the earth's continents are separated by seas and oceans and how these differ. Finally, the children explore some chosen continents so that they can make comparisons between them.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
Children will have previously: • Learned about the human and physical features of the UK. Previous fieldwork skills: • Be familiar with the concept of a map • Created simple maps of the UK and British Isles. • Made observations of the weather – linked to seasons.	• How is the world's land separated? • How is the world's water separated? • How is the earth divided up using invisible lines and areas? • What are some of the physical features of Europe? • What are some of the physical features of Antarctica? • What on earth is a continent? Assessment lesson	• Know that that there are 7 continents: Europe, North America, South America, Africa, Asia, Australia and Antarctica. • Know that a continent is a large area of land which is divided up into individual countries using borders. • Know that there are 5 oceans on earth: The Pacific, The Atlantic, The Indian, The Southern and The Arctic. • Know that there are invisible lines on the earth. The main one is the Equator. • Know that the Equator splits the earth into two sections: The Northern and Southern Hemisphere. • Know that the North Pole is at the top of the earth and the South Pole is at the bottom of the earth. • Know that a continent, and ocean's, position to these lines/areas of the earth will impact the weather patterns, seasons and physical geography. • Know that our closest oceans are The Atlantic and The Arctic. • Know some physical characteristics of Europe e.g. the Alps, the Mediterranean area and	Europe, North America, South America, Africa, Asia, Australia, Antarctica, oceans, continent, physical characteristics, poles, equator, hemisphere, weather patterns, seasons. **Texts** Meet the Oceans- Caryl Carter. Look Inside Seas and Oceans- Megan Cullis. Martha Maps It Out- Leigh Hodgkinson	Disciplinary Questions: 1: Where are the world's continents and oceans located? 2: What are the weather patterns like in the different continents? Why? 3: What kinds of physical features would you find in each continent and why? Potential assessment tasks: -Children to make 2D or 3D models of the earth- labelling the world's oceans and continents. They then use the above questions to write facts to label their models. OR -Children to create a mini news/weather/holiday report about the 7 continents using the above questions to give the audience key information.

		discuss how these vary due to location on the earth.		

Year 2 - **Unit 2:** What is it like to live in Sydney Australia?

Context: In this unit, the children will be learning about a small area of the United Kingdom (London) and comparing this to a contrasting Non-European country. The children will be able to decide the positive and negatives of living in a warmer climate in comparison to the UK.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
Children will have previously: • Learned about the human and physical features of the different continents. Previous fieldwork skills: • Created simple maps of the world's continents and oceans Made observations of the weather – linked to different continents and their position to the equator.	• Where is Australia located? • What is the human geography like in London and Sydney? • What is the difference between the River Woronora in Sydney and the River Thames in London? • What is the weather like in Sydney compared to the UK? • What is it like to live in Sydney Australia? Assessment lesson	• Know that Australia is both a country and a continent. • Know that Sydney, In Australia, is in the Southern Hemisphere. • Know that London is in the UK in the Northern hemisphere • Know the seasons in Australia work in the same order but are experienced in different months to England • Know that the weather in Australia is more extreme than in England	Continent, ocean, sea, investigate, locate, environment, world, map, globe, weather, river, Australia, UK, England, equator **Texts** Meerkat Mail	• What is a continent? • Which hemisphere is London located in? • Which hemisphere is Sydney located in? • When it is summer in the UK it is _____ in Sydney. • Name a river in London and a river in Sydney. • (Image of the world) Label where Sydney is located. • Label the Northern and Southern hemisphere.

Year 3 - **Unit 1:** What's the same and What's different between England and France?

Context: This unit will build upon the locational knowledge of the UK and place it within the continent of Europe. It will involve investigating the physical and human features of both countries and comparing them.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
Children will have: • studied contrasting places • studied continents of the world • studied the 4 parts of the UK • some experience of using secondary sources to find out a range of information Previous map and fieldwork skills: Map skills: • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Identify and understand compass points and directions • Identify places on a map • Learn about the different types of information a map/atlas contains	• How are France and the UK linked to the rest of the world? • What are the main cities of the UK and France. Where are they? • What are the key human and physical features of the UK and France? • How does the population of a country impact the people living there? • Is farming and produce the same in both countries? • What's the same and what's different between England and France? – assessment lesson	• Know where France and the United Kingdom are located within the continent of Europe. • Know that the English and French language is spoken in other places around the word and name places. • Know that a city is a settlement where people live and work. • Know some of the key cities in the UK and France. • Know the names of topographical features of the UK and France including the names of key rivers and mountains. • People need facilities such as health care, work opportunities and other facilities to ensure they can live comfortably. • London and Paris are similar in terms of size and population • Know that the UK and France grow similar crops but that France also	mountains, hills, coast, rivers, population, density, cities, town, village, rural, urban, Paris, London, temperature, Alps, Seine, Thames. **Texts** France: Travel for kids: The fun way to discover France: 8 (Travel Guide For Kids) Learn About France For Kids: Kids Book Ages 8-12 Includes Fun Facts About Paris and France (Learn About the World)	Write a definition for each word: mountains, hills, coast, rivers, population, density, cities, town, village, rural, urban, Paris, London, temperature, Alps, Seine, Thames. Disciplinary: • In what ways is living in France the similar to living in the UK? • In what ways in living in France different from living in the UK?

• Identify the difference between atlases, maps and globes • Draw maps of differing sizes including a key with increasing accuracy Fieldwork: • investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in our local area and compare to the environment problems in a contrasting place • investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall).		produces huge quantities of grapes, fruits and vegetables. • Know that the weather plays a part in the crops that can be grown in both countries – e.g. grapes are more likely to succeed in France due to the weather conditions being more suitable.		

Year 3 - **Unit 1:** What journey does water take on its way to the coast?

Context: This unit starts off with a fieldwork opportunity to investigate a local river gaining first hand personal experience which will support developing the children's schema in subsequent lessons. Children will be able to describe and understand the key aspects of physical geography of rivers and the water cycle.__

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
English: Read to Write units – Yr2: A River; Yr3: Rhythm of the Rain. Children will have: • studied contrasting places. • studied mountains in Y3. • some experience of using secondary sources to find out a range of information. Previous fieldwork skills: • Following a map, investigate patterns of land use locally and learn to orientate yourself using a compass and map.	• What is a river? • Where does water come from? • What journey does a river take from source to mouth? • How do floods happen and what impact do they have on landscape? • In what course are the waterfalls a feature? • What journey does water take on its way to the coast?	• Know how to observe, measure and record physical features of the local area. • Know the water cycle sequence. • Know how rivers are formed • Know the features of a river • Know what happens to the physical environment when flooding occurs. • Know how waterfalls are formed • Know that waterfalls are formed in the upper course	Upper course, Middle course, Lower course, Estuary, Tributary, Meanders, Precipitation, Water cycle, Evaporation, Condensation, Strata, Overhang, Plunge pool, Gorge **Texts** *Once upon a Raindrop: The Story of Water* by James Carter	 What journey does water take? Word / Definition Upper course Middle course Lower course Estuary Tributary Meanders Precipitation Water cycle Evaporation Condensation Strata Overhang Plunge pool Gorge 1: How is a river formed? 2: What causes a flood? 3: What is the impact of a flood on human and physical features? Disciplinary: 1: How is a river formed? 2: What causes a flood? 3: What is the impact of a flood on human and physical features?

Year 4 - **Unit 1:** How does life in the UK compare to Brazil?

Context: To now explore our world by making a comparison between two countries on different continents: The United Kingdom and Brazil. Children need to understand the key human and geographical aspects of each location and how the impact everyday life.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
Children will have had: • the opportunity to learn about the UK	• Where is Brazil and what are its human and physical features? • What is the climate like in Brazil? • What is the great tug of war of urbanisation? • What is life like in the city of Rio? • Who are the Awa tribe? • How does life in the UK compare to Brazil? – assessment lesson	• Know the location of Brazil on a world map/ globe, its continent, neighbouring countries and its capital city. • Know that climate is the average weather conditions for an area, whereas weather is the atmosphere at any given time. (Climate is what we expect, weather is what we get.) • Know that climate graphs show weather and temperature in a given place over time. • Know that push/ pull factors are the factors that push people away from or towards a certain location. • Know that urbanisation is the population shift from rural areas to urban areas. • Know that Rio de Janeiro is a 'city of two halves'. Whilst some people live in rich areas, many live below the poverty line in favelas. • Know that not all people choose to live in the urban environment and the indigenous people play an important role in Brazil's culture. • Know that Indigenous people are people who originate from a particular region or country who choose to remain living in their ancestral home.	human feature, physical feature, climate, push/pull factors, urbanisation, urban, rural, favela, poverty line, indigenous, rainforest **Texts** Brazil – the land and the people by Suzie Brooks	Disciplinary questions: 1: In what ways are the physical and human geography of Brazil and the UK similar? 2: In what ways are the physical and human geography of Brail and the UK different? 3: How do we know about the indigenous people in the Brazilian rainforest? Create a guide for attracting tourists to visit Brazil. • What do they need to include? Use a selection of travel brochures and online adverts – create a success criteria for creating a successful brochure. • How will you attract tourists to your destination? • What are the main human and physical features of your destination? • Why should I visit this destination? • What makes this destination better than elsewhere in the world?

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Year 4 - Unit 2: What kinds of extreme weather impact human activity around the world?

Context: to use technology and historical records to identify and track different tyoes of extreme weather in the UK; to recognise that extreme weather affects the UK; to understand the impacts of extreme weather in a UK context

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
• EYFS: local weather patterns • Year 1: understand seasonal and daily weather patterns; Use maps to show weather patterns • Year 2: Weather patterns in hot and cold countries; how the Equator and other lines affect weather	• How can extreme weather be different from normal weather? • How long can extreme weather last? • What damage can extreme weather cause? • What is a tornado and where do tornadoes happen most often? Can tornadoes happen in the UK? • What happened when Mount Tambora erupted in 1815 and how did the eruption affect the weather and people in the UK? • What is the Tempest Database and how does the Tempest Database help us learn about extreme weather in the past?	• Extreme weather is when the weather is very different from normal. • It can be hotter, colder, wetter or windier than usual. • It can last a short time or many days. • Extreme weather can damage homes, crops and roads. • A tornado is a spinning column of air from a storm cloud to the ground. • Tornadoes happen most often in North America, especially in Tornado Alley • They also happen in Canada, Bangladesh and sometimes in the UK. • A stratovolcano is a tall, steep volcano that can erupt with great power and cause a lot of damage. • Mount Tambora is in Indonesia, on an island called Sumbawa. • When Mount Tambora erupted in 1815, it sent a huge cloud of ash into the sky, which made the Earth cooler and caused problems like failed crops and hunger. • The Tempest Database collects stories, letters and weather records about extreme weather from the past.	Extreme, weather, pattern, environments, database, sources, meteorological, tornado, rotating, column, frequency, intensity, violence, source, stratovolcano, incident, eruption, documented, accounts, period (time) **Texts** Tempest Database https://www.bbc.co.uk/bitesize/articles/z66v8p3	• What is an extreme weather event, what kind of weather might be involved, what impacts might there be, what is a database • What is a tornado, how do they form, where and when may they happen, what are the impacts of a tornado, has the UK had a tornado, what are they unusual in the UK • What is a stratovolcano, Where and what is Tambora, What happesn when a stratovolcano errupts, How might this affect global weather patterns? How did Tambora's eruption affect the UK, What was the effect on people's every day lives?

Year 5 - **Unit 1:** What are the different biomes around the world?

Context: To develop our understanding of ecosystems and biomes and the impact of human and physical geography. This is an opportunity for the children to develop a wider understanding of the various biomes around the world.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
Children will have: • Located the world's countries, using maps, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities • Identified the latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • Described key aspects of Physical geography including biomes and vegetation belts, a range of habitats, the impact of weather on food and water. • Look at how climates are changing and why, and the effects of climate change. • Described the key aspects of human geography including the distribution of food and water and the population distribution. • Used maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Used the eight points of a compass, four and six-figure grid references, symbols and key	• What is a biome? • What is the climate like in different biomes? • How have plants and animals adapted to live I a particular biome? • How can we save our biomes? • Can we make a biome using what we have learned? Assessment lesson • How can we attract people to our biome? – assessment lesson	• Know that a biome is a large area characterised by its vegetation, soil, climate, and wildlife. • Know that there are five major types of biomes: aquatic, grassland, forest, desert, and tundra. • Know where some biomes are in the world and locate them on a map. • Know that the Earth has different climate zones – polar, temperate, and tropical (Mediterranean, arid and mountains). • Know what the climate is like in different biomes. • Know which plants and animals would be found in different biomes. • Know which adaptations plants and animals have developed to enable them to survive in their habitat • Know and describe how human processes affect biomes. • Know how biomes are changing as a result of human processes.	Biome, ecosystem, climate, continents, climate change, habitats, environment. **Texts**	Create your own biome. – See lesson 5 and 6.

• Used fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies				

Year 5 - Unit 2: How does climate change impact our planet?

Context: This unit is aimed at developing children's knowledge and awareness about how humans can impact the world's climate. Children will be able to understand the concepts of weather and climate as well as demonstrating how climate can be affected by human activity both in the present and in the future.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
Children will have: • studied contrasting places • studied rivers/the water cycle. • some experience of using secondary sources to find out a range of information Map skills • compared different maps, an atlas and a globe for information. What are the similarities and differences? • 4 figure grid references and learn 6 figure grid references. • 8 points of a compass and link them to position and direction. • different symbols on a map for mountains, rivers and other important physical features. • Made comparisons between the UK and North/South America.	• What is climate and why is it like this? • How can climate change? • What will the climate be like in the future? • How can we be more sustainable and limit the rate of climate change? • What is the human impact on our climate? Assessment lesson	• Know what climate is and how it differs from weather • Know what a climate zone is and use maps to locate the world's major climate zones. • Know the natural causes of climate change. • Know the human causes of climate change. • Know that at the current rate, climate change is going to continue to adversely affect our plant. • Know how scientists have proven that climate change is a real concern for the future of our planet. • Know what sustainability is and link it to the UN Global Goals. • Know some of the actions we can take to reduce the rate of climate change.	Climate, climate zone, weather, natural causes, human causes, adversely, projections, variable, sustainability, renewable, non-renewable Equator, longitude, Tropic of Cancer, Tropic of Capricorn **Texts** Ocean: Secrets of the Deep by Sabrina Weiss & Giulia De Amicis Blue Planet II by Leisa Stewart-Sharpe & Emily Dove Oceanarium by Loveday Trinick & Teagan White	**Disciplinary questions:** 1: What is climate and what determines it? 2. How can climate change? 3. What will climate be like in the future? 4. How can we me more sustainable and limit the effects of climate change? Ask the children to create a case study for an imaginary person considering each of the 4 disciplinary questions and the key vocabulary. • Pick where your person lives: what should the climate be like naturally in their part of the world? • Explain what has caused the climate to be changed in their area of the world. • What challenges are they already facing in their everyday lives due to climate change? • How is your person/the country they live in trying to be more sustainable in order to slow the rate of climate change?

Year 6 - **Unit 1:** Would you live on the Ring of Fire?

Context:

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
• used an atlas index • carried out research using a range of sources • drawn plans and maps at a variety of scales • used world maps (of different projections) and globes • some knowledge of countries with different levels of economic development	• What is the ring of fire? • How is the earth made up of plates and how do these contribute to earthquakes? • Are all volcanoes explosive? • What hazards do volcanoes pose to humans and the environment? • Why do people choose to live near volcanoes?	• Know that The ring of Fire is an area around the Pacific Ocean. • Know that countries such as: Indonesia, New Zealand, Japan, United States, Russia and Mexico are on the Ring of Fire (there are others!) • Know that The Ring of Fire is an area with many volcanoes and it is an area prone to earthquake activity. • Know that tectonic plates are separates sections of the earth's crust which fit together like a puzzle. • Know that tectonic plate boundaries can be hotspots for volcanoes and earthquakes • Know that volcanoes are formed when magma from the earth's core seeps out on to the earth's surface. Lava cools down and then creates another layer to the volcano. This process is repeated. • The main features of a volcano are: magma chamber, crater, throat, main vent, lava flow, ash cloud, secondary vent, and layers of rock and ash. • Know that the main risks from volcanic eruptions are lava flows, pyroclastic flows, lahars, poisonous gases and landslides.	Ring of Fire, Pacific Ocean, volcanoes, earthquakes, crust, tectonic plate, dormant, active, erupt, fertile, tourism, pyroclastic flow, lahar, gas, landslide **Texts** Escape from Pompeii- Christina Balit. Pop up Volcano- Tom Vaillant. Fact Planet: Volcanoes- Izzy Howell.	Disciplinary Questions for assessment: • What are the causes of earthquakes and volcanic eruptions? • What might the consequences of volcanic eruptions/earthquakes be on people and the environment? • Why is the Ring of Fire a geographically significant place? • How do volcanoes and earthquakes affect the daily lives of citizens who live near them? Potential activities: -Create case studies for a people who live near earthquake zones/volcanoes. Children have to weigh up the advantages and disadvantages as to whether that person should stay or move location. -Class debate: children debate the advantages and disadvantages of living near a volcano or in an earthquake zone. Give them planning time to structure responses. -Report: children to create an advert to encourage living near a volcano or alternatively create a warning guide about what citizens need to be aware

		• Know that ash and minerals from volcanic eruptions can make the soil more fertile. • Know that volcanoes attract tourist to the local area which can improve lifestyle and the economy.		of if they choose to live in a hazardous are

Year 6 - **Unit 2:** Why do people migrate?

Context: In this unit, the children will be learning about what migration is and how migration has affected the UK. They will learn about the different types of migration (voluntary, forced, short-term, long-term, national and international) and understand the reasons why people migrate (push and pull factors) as well as the advantages and disadvantages of migration. They will also learn about the differences between a migrant and a refugee.

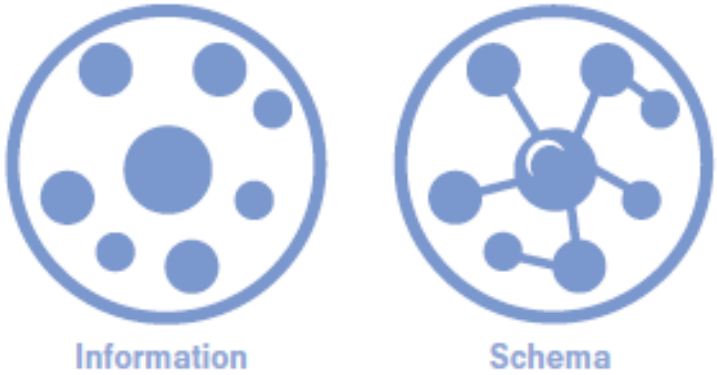
Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
Links to the wider curriculum: English Read to Write units – Yr2 Jemmy Button; Yr4 Leaf, The Journey; Yr6 – A Story Like the Wind History: WW2, Benin, Vikings, Anglo-Saxons, Roman Empire Children need to know: • Know and identify the world's countries, continents, oceans and know some of their human and physical features • Know the position and significance of the Northern Hemisphere and the Southern Hemisphere • Know geographical similarities and differences between the UK and a European country, North or South American country. • Know that human geography includes: types of settlement and land use, economic activity including trade links	• What is migration and how has it impacted the UK? • How does migration vary? • How does migration affect people and places? • What is a refugee? • Why do people migrate? – assessment lesson	• Know that migration can happen on a national and international scale • Know the impacts of migration on the UK • Know what is meant by push and pull factors. • Know the impacts of migration for the migrant and the host country • Know the negative impacts of migration for the migrant and the host country • Know the difference between refugees and migrants • Know the human geography that create refugees •	Migration, migrant, conflict, push factor, pull factor, refugee, host country **Texts** The Island by Armin Greder The Arrival by Shaun Tan – both linked to reading curriculum. A Story Like the Wind – linked to writing curriculum	**Disciplinary questions:** 1: What are the causes of migration – push and pull factors? 2: What are the consequences of migration – advantages and disadvantages to the migrant and the host country? 3: How has migration changed the host country overtime? Ask the children to create a case study for an imaginary person considering each of the 3 disciplinary questions and the key vocabulary. The must give clues as to if they are a migrant or a refugee. They must give examples of the push/pull factors that caused the migration.

Building a Geography Schema

What is a schema?

Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge.

A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links. The diagram below shows the difference between information and a schema.



This document helps teachers to help their pupils form a geography schema by:

- using **substantive knowledge** for the basis of schema
- strengthening the schema with **disciplinary knowledge**

- further deepening connections through tasks within and across the curriculum

Using Concepts as the Basis for a Schema

To build a Geography schema we will ensure substantive and disciplinary knowledge are explicitly taught. In exploring the here and now of the world's people, places and environments, our geography teaching has a specific responsibility to tackle misconceptions that pupils may hold about people's lives, in the UK and across the world.

Substantive knowledge

Pupils progress in geography by learning and remembering more geography content, by studying specific geographical contexts in detail and also by building their knowledge in overview. But through these specific contexts, pupils can also learn knowledge which is particularly powerful and transferable to new contexts.

Disciplinary knowledge

In Geography, unlike some other subjects, there is not a commonly held view on what disciplinary knowledge is. Our shared understanding of disciplinary knowledge is: knowledge that is open for debate, challenge and discussion – how a geographer thinks..

Substantive Knowledge

Location

Understanding geographical location is an essential part of geography. Aspects of knowledge that may be included in this category are:

- continents
- oceans
- regions
- countries
- capital cities
- global position, e.g. northern and southern hemispheres, the equator and the tropics
- compass directions
- distances.

Physical features

Physical features are the naturally occurring landforms of environments. They include:

- hills
- mountains
- valleys
- bodies of water, e.g. streams, becks, tarns, rivers, lakes, seas, oceans, lagoons
- natural resources, e.g. the site of copper, tin, zinc, cobalt (although mines that are created
- to extract them are human features).

Human features

Human features are the things made by or altered by people. They include:

- urban and suburban settlements, e.g. cities and towns
- rural settlements, e.g. hamlets and villages
- leisure facilities
- manufacturing facilities, e.g. factories and workshops
- transport hubs, e.g. bus stops, stations, railway stations, airports and ferry ports
- transport infrastructure, e.g. roads, railways and canals
- commerce sites, e.g. offices
- financial institutions
- retail outlets
- farming and agriculture

Diversity

Geographical diversity involves looking at how physical, human and cultural elements are differentiated from each other. This is noticeable at a variety of scales: global to local. Even places that are relatively near to each other can have a great deal of geographical diversity. Some aspects of diversity that may be included in this knowledge category are:

- various physical characteristics of a region or space, e.g. climate, vegetation, fauna,
- bodies of water, existing types of relief and landscape
- various human characteristics of a region or space, e.g. population density, ethnicity, the
- nature of the built environment and poverty levels.

Physical processes

The world is shaped by physical processes which give rise to the physical features we see in spaces and environments. It is important that pupils understand that these processes sometimes take millennia to happen and that they are ongoing. Some important processes that may be included in this knowledge category are:

- erosion and deposition associated with rivers and coasts
- the water cycle
- ocean circulation
- climate change
- earthquakes and volcanoes.

Human processes

Human processes both influence and are influenced by the physical features of environments which offer both possibilities for and constraints to human activity. In this knowledge category it is important to make links between the two as often as possible so as to explore interconnection, connection and change. Some of the human processes that may be explored are:

- transport
- trade
- migration
- settlements
- industry
- travel
- leisure and tourism
- pollution.

Techniques

Geographical techniques are a way of both finding out geographical information and communicating it. Some of the geographical techniques that may be included in this knowledge category are:

- fieldwork: observation, measuring and recording using various types of sketch maps and
- more formal mapping, e.g. land use maps
- secondary geographical sources: atlases and other research materials
- map reading, e.g. symbols, grid references and keys
- using Geographic Information Systems (GIS), e.g. applications that show cartographic
- data, photographic data, digital data or data in spreadsheets.

Developing a geographical schema

Substantive Knowledge

+

Disciplinary Knowledge

+

Vocabulary

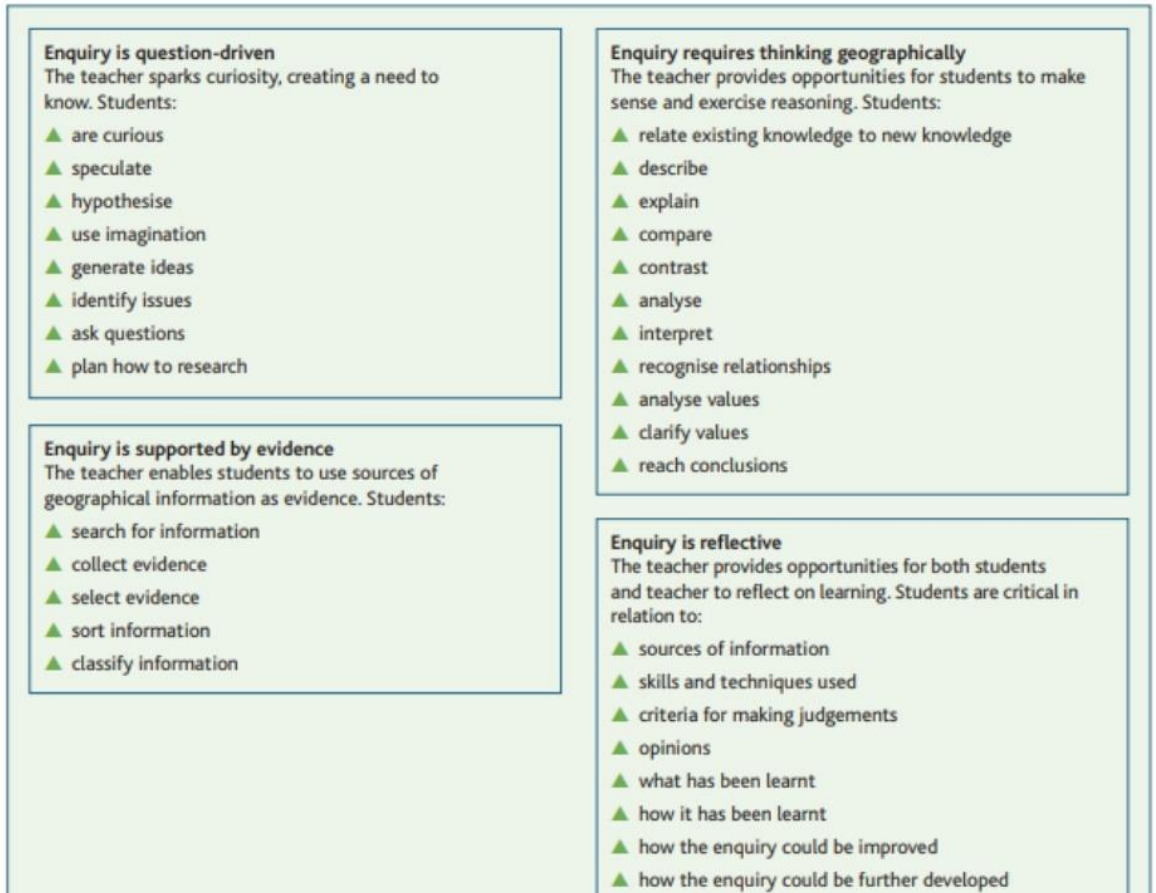
+

Enquiry questions

+

Enquiry Question Approach

An enquiry approach helps pupils to think geographically and make connections: between existing knowledge and new ideas; between different pieces of information; between different concepts. It helps pupils to develop a questioning attitude to geographical knowledge and investigate it critically. By undertaking geographical enquiries pupils become aware of the kinds of questions geographers ask and how geographers interpret and analyse geographical data presented in different ways: text; maps; statistics, graphs; photographs and film. Geographical enquiries are a powerful way to help young people to understand contentious issues: they help pupils evaluate information, empathise and respect the views of others.



Disciplinary Knowledge

Disciplinary knowledge provides knowledge that is open to debate, challenge and discussion.

Cause & consequence	Change & continuity	Geographical significance	Similarity & difference	Asking geographical questions	Communications
How geographers construct theories or reasons about the causes and consequences of events	How geographers can think about alternative futures and consider their influence on decision that will be made	How geographers and others attribute significance to physical or human features deeming them worthy of study or attention	How geographers choose build and link knowledge noticing similarities and differences	How geographers use geographical skills, map skills	How geographers recognise the interconnectedness of geographical content
Why did _____ happen? What were the causes of _____? Are the causes linked? What are the effects? What are the environmental consequences of_____?	Why is this place like this? How is this place changing? How are other places affected? How is it connected to other places? How much has _____ changed? Why did some things change faster than others?	Where is this place? Why is it here and not there? What is it like? How did it get like this? Why was this event so significant? What impact did this event have on life then and now? What is the significance of the location?	In what ways are things the same as_____? In what ways are things different from _____? How is the physical geography the same/different? How is the human geography the same/different?	How do we know about____? What does the evidence tell us? Which sources tell us about _____? How reliable is the evidence? Does the evidence help us get nearer to the cause?	Is this past event representative of the here and now? Does the physical/human geography represent the nature of the people, communities, economics, diversity?

	Did things change at the same rate for everyone?				

National Curriculum Programmes of Study and EYFS Framework						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understanding of the World - Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
	Locational knowledge • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
	Place knowledge • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		**Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			

National Curriculum Programmes of Study and EYFS Framework						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Human and physical geography • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		**Human and physical geography** • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
	Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its		**Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			

	grounds and the key human and physical features of its surrounding environment	

Geography Progression

Strand	Key Stage 1			
	Progression statement	What to look for in guidance (WTS)	What to look for in guidance (EXS)	What to look for in guidance (exceeding)
Locational & Place Knowledge				
The UK and local area	Know, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Know how to use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.	Know, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.	Know, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps
	Know the human and physical geography of a small area of the United Kingdom.	Know about the local area and name key landmarks, such as the nearest local green space. Know features of the local area, identify which are human or physical and describe these features.	Know about the local area, and name and locate key landmarks. Know the human and physical features of the local area and describe these features and locate them on a map using images or drawings.	Know the local area and its physical and human geography. Know the human and physical features of the local area and how people can use and change these, and describe these features and locate them on a map using images or drawings.
The world and continents	Know and locate the world's seven continents and five oceans.	Know and locate some continents and oceans on a globe or atlas.	Know and locate the seven continents and five oceans on a globe or atlas.	Know the relative locations of the continents and oceans to the equator and north and south poles.
Human & Physical Geography				

Monksmoor Park Geography Curriculum

Physical themes	Know seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles.	Know the day-to-day weather and some of the features of the seasons in their locality. Know that the weather may vary in different parts of the UK and in different parts of the world.	Know seasonal and daily weather patterns in the United Kingdom. Know which continents have significant hot or cold areas and relate these to the poles and equator.	Know how seasons change throughout the year and characteristic weather associated with those seasons. Know the pattern of hot or cold areas of the world and relate these to the position of the equator and the poles.
	Know how to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Know about a natural environment, naming its features using some key vocabulary.	Know about a natural environment and describe it using key vocabulary.	Know about different natural environments and describe them using a range of key vocabulary.
Human themes	Know how to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Know about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.	Know a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.	Know different human environments, such as the local area and contrasting settlements such as a village and a city. Know their features and some activities that occur there using a range of key vocabulary.
Understanding places and connections	Know geographical similarities and differences through studying the human and physical geography of a **small area of the United Kingdom.**	Know how to make observations about, and describe, the local area and the nearest local green space.	Know how to make observations about, and describe, the local area and its physical and human geography.	Know how to make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected.
	Know geographical similarities and differences through studying the human and physical geography of a **small area of a contrasting non-European country.**	Know the physical and human geography of a distant place. Know their locality and identify one or two ways it is different and similar to the distant place.	Know the physical and human geography of a distant place. Know their locality and how it is different and similar to the distant place.	Know the describe the physical and human geography of a distant place. Know their locality and how it is different and similar to the distant place, and suggest why this may be so.
Geographical Skills and Fieldwork				
Map and atlas work	Know how to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Know how to use a world map, atlas or globe to recognise and name some continents and oceans. Know how to use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom.	Know how to use a world map, atlas or globe to name and locate the seven continents and five oceans. Know how to use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.	Know how to use a world map, atlas or globe to locate the continents and oceans relative to the equator and north and south poles. Know how to use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.
	Know how to use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	Know how to locate places on a map of the local area using locational and directional language.	Know how to map a journey on a map of the local area using simple compass directions and locational and directional language.	Know how to map a journey on a map of the local area locating features and landmarks seen on the journey.
Fieldwork and investigation	Know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key.	Know how to use aerial photos to identify features of a locality. Know how to draw a simple map.	Know how to use aerial photos to identify physical and human features of a locality. Know how to draw a simple map with a basic key of places showing landmarks.	Know how to use aerial photos to identify a range of physical and human features of a locality. Know how to draw a map with a key of places showing landmarks.
	Know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Know how to keep a weekly weather chart based on first-hand observations using picture symbols. Know some features of the school grounds on a base map.	Know how to keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. Know features of the school grounds on a base map.	Know how to keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns. Know how to accurately locate features of the school grounds on a base map.

Strand	Lower Key Stage 2			
	Progression statement	What to look for in guidance (WTS)	What to look for in guidance (EXS)	What to look for in guidance (exceeding)

Monksmoor Park Geography Curriculum

Locational & Place Knowledge				
The UK and local area	Know and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	Know where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Relate continent, country, county, city/where they live. Know the UK's major urban areas and locate some physical environments in the UK.	Know where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Know and describe some human and physical characteristics of the UK.	Know where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west). Know and describe several contrasting physical environments.
The world and continents	Know the world's countries, focusing on Europe and North and South America.	Know and locate countries in Europe and North and South America on a map or atlas. Know some European and North and South American cities using an atlas.	Know and locate some countries in Europe and North and South America on a map or atlas. Relate continent, country, state and city, and identify states in North America using a map.	Know and locate most countries in Europe and North and South America using an atlas. Know some of the states in the USA using a map, and explain and illustrate continent, country, state and city with examples.
	Know the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	Know how to use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the southern hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.	Know the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.	Know the position of the equator, the northern hemisphere and the southern hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and the Prime/Greenwich Meridian, including day and night.
Human & Physical Geography				
Physical themes	Know and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	Know the pattern of hot or cold areas of the world and relate this to the position of the equator and the poles.	Know tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.	Know tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Know the relationship between climate and vegetation.
	Know and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.	Know different natural features such as a mountain and river and describe them using a range of key vocabulary Know the water cycle and describe it using simple vocabulary, and name some of the processes.	Know simple geographical vocabulary to describe significant physical features and talk about how they change. Know how to describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Know the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.	Know several physical features and describe how they change. Know and describe the key landscape features of river and mountain environments in the UK. Explain the water cycle in appropriate geographical language. Know some of the processes associated with rivers and mountains.
Human themes	Know and understand key aspects of human geography, including types of settlement and land use.	Know and sequence different human environments, such as the local area and contrasting settlements such as a village or a city. Know features and some activities that occur in different settlements using a range of key vocabulary. Know the main land uses within urban areas and the key characteristics of rural areas.	Know and sequence a range of settlement sizes from a village to a city. Know the characteristics of settlements with different functions, e.g. coastal towns. Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.	Know the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. Know the main land uses within urban areas and the activities that take place there. Know the key characteristics of rural areas.
Understanding places and connections	Know geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Know the basic physical and human geography of the UK and its contrasting human and physical environments. Know that some regions are different from others.	Know the physical and human geography of the UK and its contrasting human and physical environments. Know why some regions are different from others.	Have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. Know why some regions are different from others and give reasons why some are similar.

	Know geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.	Know that there are physical and human differences within countries and continents. Know some of the physical and human characteristics of a European region and a region in North or South America.	Know and compare similarities and differences between some regions in Europe and North or South America. Know how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.	Offer explanations for the similarities and differences between some regions in Europe and North or South America. Know and compare the physical and human characteristics of some regions in North or South America. Know how the human and physical characteristics are connected for more than one region in Europe and North or South.
	Establish an understanding of the interaction between physical and human processes.	Know how some physical processes can cause hazards to people. Know that there are advantages and disadvantages of living in certain environments.	Know how physical processes can cause hazards to people. Know some advantages and disadvantages of living in hazard-prone areas.	Offer reasons why physical processes can cause hazards to people. Offer explanations for the advantages and disadvantages of living in hazard-prone areas.
Geographical Skills and Fieldwork				
Map and atlas work	Know how use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Know how to use a map to identify countries in Europe and/or North and South America. Know how to use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Know how to use an atlas to locate where they live in the UK and the UK's major urban areas.	Know how to use a map or atlas to locate some countries and cities in Europe or North and South America. Know how to use a map to locate some states of the USA. Know how to use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.	Know how to use an atlas to locate many countries, cities and key features in Europe or North and South America. Know how to use a map to locate the states of the USA. Know how to use an atlas to name and locate a range of cities and counties in the UK.
	Know how to use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Know how to use a simple letter and number grid. Know how to give direction instructions up to four compass points. Know how to use large-scale maps outside.	Know how to use four-figure grid references. Know how to give direction instructions up to eight compass points. Know how to adeptly use large-scale maps outside.	Know that six-figure grid references can help them find a place more accurately than four-figure grid references. Know how to use the scale bar or 1 km grid to estimate distance. Know how to recognise patterns on maps and begin to explain what they show.
Fieldwork and investigation	Know how to use a range of methods including sketch maps, plans and graphs, and digital technologies.	Know how to make a simple sketch map. Know how to present information gathered in fieldwork using a simple graph. Know how to use digital maps to identify familiar places.	Know how to make a map of a short route with features in the correct order and in the correct places. Know how to make a simple scale plan of a room. Know how to present information gathered in fieldwork using simple graphs. Know how to use the zoom function of a digital map to locate places.	Know how to make a detailed map of a short route with features in the correct order and in the correct places. Know how to make a scale plan of a room with objects in the room. Know how to present information gathered in fieldwork using a range of graphs. Know how to use the zoom function to explore places at different scales and add annotations.
	Know how to use fieldwork to observe, measure, record and present the human and physical features in the local area.	Know how to carry out fieldwork in the local area using appropriate techniques suggested.	Know how to carry out fieldwork in the local area selecting appropriate techniques.	Know how to plan a fieldwork investigation in the local area selecting appropriate techniques.

Strand	Upper Key Stage 2			
	Progression statement	What to look for in guidance (WTS)	What to look for in guidance (EXS)	What to look for in guidance (exceeding)
Locational & Place Knowledge				

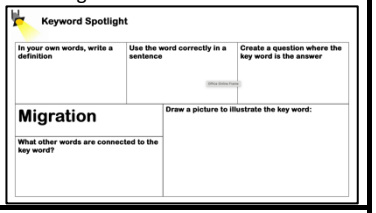
Monksmoor Park Geography Curriculum

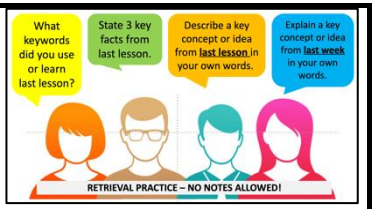
The UK and local area	Know the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.	Know and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. Know the UK's regions and major cities.	Know and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Know the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Know broad land-use patterns of the UK.	Know and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change. Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time. Know broad land-use patterns of the UK.
The world and continents	Know and 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.	Know and locate some major cities and countries of Europe and North and South America on physical and political maps. Know some key physical and human characteristics of Europe and North and South America.	Know and locate cities, countries and regions of Europe and North and South America on physical and political maps. Know key physical and human characteristics and environmental regions of Europe and North and South America.	Know and locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. Know, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.
	Know the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	Know and locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude.	Know and locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.	Know and locate places studied in relation to the equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
Human & Physical Geography				
Physical themes	Know and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.	Know that climate and vegetation are connected in an example of a biome, such as the tropical rainforest. Know that animals and plants are adapted to the climate. Know that our food is grown in many different countries because of their climate.	Know how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. Know what the climate of a region is like and how plants and animals are adapted to it. Know how food production is influenced by climate.	Know how climate and vegetation are connected in a range of biomes, such as the tropical rainforest, a hot desert, or the Arctic. Explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. Relate climate to food production.
	Know and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.	Know some key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain region and how it was formed.	Know and understand a range of key physical processes and the resulting landscape features. Know how a mountain region was formed.	Describe and understand some key physical processes and the resulting landscape features. Understand how fold mountain regions are formed (e.g. make clay models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed).
Human themes	Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Know and understand what life is like in cities and in villages. Know the journey of how one product gets into their home in detail. Know some renewable and non-renewable energy sources. Know different types of industry currently in the local area. Know where some of our main natural resources come from.	Know and understand what life is like in cities and in villages and in a range of settlement sizes. Know that products we use are imported as well as locally produced. Know how the types of industry in the area have changed over time. Know where our energy and natural resources come from.	Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. Know that our shopping choices have an effect on the lives of others. Know how, and offer reasons why, the types of industry in the area have changed over time. Know where our energy and natural resources come from, and the impacts of their use.
Understanding places and connections	Know geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.	Know how a region has changed.	Know how a region has changed and how it is different from another region of the UK.	Know how and why their region and other regions have changed, and how the regions of the UK are distinctive.

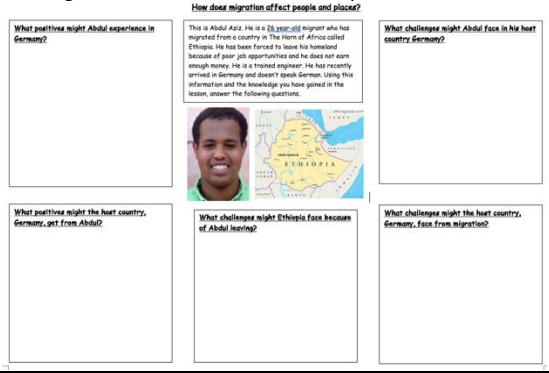
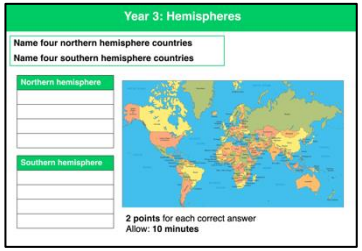
	Know geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.	Know and can share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique.	Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.	Know the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected.
	Deepen an understanding of the interaction between physical and human processes.	Know some ways a biome (including the oceans) is valuable and under threat from human activity. Know how human activity is influenced by climate and weather. Know and identify some hazards from physical environments such as avalanches in mountain regions. Know and understand an important environmental issue.	Know some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Know how human activity is influenced by climate and weather. Know and identify hazards from physical environments and their management, such as avalanches in mountain regions. Know and explain several threats to wildlife/habitats.	Know some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. Know how human activity is influenced by climate and weather. Know the causes of hazards from physical environments and their management, such as avalanches in mountain regions. Know that no single type of energy production will provide all our energy needs.
Geographical Skills and Fieldwork				
Map and atlas work	Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Know how to use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America. Know how to use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude.	Know how to use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. Know how to use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Know how to use thematic maps for specific purposes.	Know how to use atlases to identify the distinct characteristics of some regions of Europe or North and South America. Know how to use globes and atlases to accurately locate places by their latitude and longitude.
	Know how to use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Know how to use four-figure grid references. Know OS map symbols and atlas symbols. Know how to use maps at different scales. Know that contours show height.	Know how to use four-figure grid references and find six-figure grid references. Know how to describe height and slope from a map. Know how to read and compare map scales.	Know how to use four/six-figure grid references with ease and accuracy. Know the shape of the land from contour patterns. Know how to use a range of maps from large-scale street maps to 1: 50,000 maps.
Fieldwork and investigation	Know how to use a range of methods including sketch maps, plans and graphs, and digital technologies.	Know how to a sketch map with symbols. Know how to use digital maps to identify human and physical features. Present information gathered in fieldwork using simple graphs.	Know how to sketch maps of areas using symbols, a key and a scale. Know how to use digital maps to investigate features of an area. Present information gathered in fieldwork using a range of graphs.	Know how to use digital maps to research factual information about features. Present information gathered in fieldwork using a range of graphs and other data presentation techniques.
	Know how to use fieldwork to observe, measure, record and present the human and physical features in the local area.	Know how to carry out fieldwork in an urban area and/or a rural area using appropriate techniques.	Know how to plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.	Know how to design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.

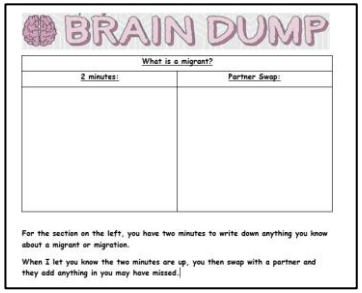
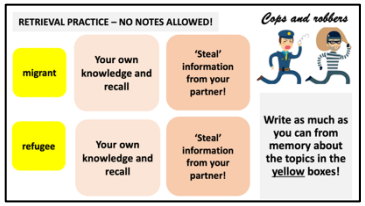
Example planning using the enquiry approach:

Context for learning Big Question	**Why do people migrate?**
About this unit	In this unit, the children will be learning about what migration is and how migration has affected the UK. They will learn about the different types of migration (voluntary, forced, short-term, long-term, national and international) and understand the reasons why people migrate (push and pull factors) as well as the advantages and disadvantages of migration. They will also learn about the differences between a migrant and a refugee.
Prior learning	Links to the wider curriculum: English Read to Write units – Yr2 Jemmy Button; Yr4 Leaf, The Journey; Yr6 – A Story Like the Wind History: WW2, Benin, Vikings, Anglo-Saxons, Roman Empire Children need to know: Know and identify the world's countries, continents, oceans and know some of their human and physical features Know the position and significance of the Northern Hemisphere and the Southern Hemisphere Know geographical similarities and differences between the UK and a European country, North or South American country. Know that human geography includes: types of settlement and land use, economic activity including trade links
Where this unit fits into our geography curriculum. Why here? Why now?	Building on the children's experience of human geography through KS2, they will now focus on how and why migration occurs around the world. Is this choice or necessity? Children will understand that migration has been part of our diverse world history and it will continue to be a part of our future. Use appropriate vocabulary to describe the mainland uses within urban areas and identify the key characteristics of rural areas
Brilliant beginning Hook	**Trip option** - National Portrait Gallery: https://my.npg.org.uk/12445/13771 Explore the stories of people who have migrated to Britain from the 1500s to the present day. Your class will investigate a diverse range of people and their portraits. They will discover their experiences and achievements, and consider their impact on Britain and our lives today. **Online workshop option** - https://www.redcross.org.uk/get-involved/teaching-resources/community-education-workshops/youth?gad_source=1&gclid=CjwKCAiApuCrBhAuEiwA8VJ6JovI9rpLYiD4pTd33gyTDANPV9thT-U77sErzkv_ATn7Odbmq5DM-BoC1mwQAvD_BwE#Book A workshop to learn about the experience of migration and reasons why people may have to leave home. Students will focus on developing empathy by putting themselves in the shoes of others and engaging in stories of migration. The workshop helps students challenge assumptions about migrants, asylum seekers and refugees.
Substantive knowledge taught in this unit	
Disciplinary knowledge taught in this unit	Cause and consequence Change and continuity
Key vocabulary	Migration, migrant, conflict, push factor, pull factor, refugee, host country
Key Texts	The Island by Armin Greder, The Arrival by Shaun Tan – both linked to reading curriculum. A Story Like the Wind – linked to writing curriculum

Why do people migrate?				
Key Questions	**Key Knowledge – Children will know**	**Key Vocabulary**	**Teaching or lesson ideas**	**Resources**
1. What is migration and how has it impacted the UK?	Know that migration can happen on a national and international scale Know the impacts of migration on the UK	Migrant Migration conflict	Watch the video – can you find any clues about what migrants and immigrants are? https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-migration/z4ppnrd Discuss what reasons people might migrate on a national scale – do you or your family have an experience of national migration? What were the motives for the move? Discuss what reasons people might have for moving on a international level – do you or your family have any experience of this? Share some historical examples of migration: The Viking invasion – why did they migrate? The Windrush – why did they migrate? What were the motivating factors? Consider how Britain has used migration to their advantage post-war Britain. Children to create a short film/Powerpoint focusing on the following: 1: General information: What is a migrant/migration? 2: Where did people travel from to help rebuild Britain post-war? 3: What kinds of jobs did migrants take up when they arrived? 4: What challenges did migrants face when they arrived in Britain? 5: What benefits did migrants bring to the society of Britain?	https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-migration/z4ppnrd https://www.bbc.co.uk/newsround/43793769 Retrieval practice Entrance ticket:  Exit ticket: Complete the keyword spotlight for the word migration 
2. How does migration vary?	Know what is meant by push and pull factors.	Migration Push factor Pull factor	Forced migration: explain to the children that the images will give clues as to what might cause forced migration  Pictures represent the following forced migration: war/conflict, persecution, no education, poor health, poor living conditions, natural disasters.	Retrieval practice: Entrance ticket: Children to answer the following questions on the slide regarding the last lesson: What keywords did you use or learn last lesson? State 3 facts from the last lesson. Describe a key concept from the last lesson in your own words.

			Explain that forced migration is where people have no option but to migrate due to reasons out of their control. These reasons are called push factors – these are negative reasons why people migrate.  Voluntary migration: explain to the children that the images will give them clues as to what might cause voluntary migration.     Pictures represent: better job prospects, to be nearer family and friends, better education, better climate, better lifestyle. Explain that the reasons people use to choose to migrate are called pull factors. These factors attract people to migrate for positive reasons. Activity: Cut up the following sheet and give to children to work as a group/pairs to organise into push and pull factors: **Push factors** / **Pull factors** Lack of services / Better services Low employment / Higher employment Lack of safety / Safe society High crime / Less crime Crop failure / Fertile land Drought / Lower risk of natural hazards Flooding / Good climate Poverty / More wealth War / Political stability Case study activity: read the character profile and discuss the following questions in groups and be prepared to feedback to the class: 1: Do you think Antoni was forced to choose to migrate from Poland? Why? 2: What push or pull factors affected Antoni's decision to migrate?	 Exit ticket: Explain how each image is connected to a push factor or a pull factor. Explain in your own words, from memory. 

			My name is Antoni. I own a café in the city of Cambridge in the United Kingdom. I chose to come to the UK because the salaries are much higher than in Poland and there are more job opportunities. Although I would like to return to Poland for holidays, I plan to stay in the UK for the rest of my life. My life is better here in England.	
3. How does migration affect people and places?	Know the impacts of migration for the migrant and the host country Know the negative impacts of migration for the migrant and the host country	Host country migrant	Explain to the children that migration has benefits and challenges to both the migrant and the host country. Ask the children to recall the push and pull factors from previous lesson. Explain that these are linked to the benefits of migration to the migrant. Group task: ask the children to list on sugar paper what some of the challenges might be to a migrant e.g. challenges adapting to new language and culture; racism and discrimination from people of the host country; not being able to find suitable work or being paid less; securing housing; transport so they can travel to places of work; accessing services e.g. healthcare and education. Explain to the children that host countries can benefit from migration in the following ways: job vacancies can be filled; increases economic growth; more people paying taxes to the government; new skills and knowledge ; new culture e.g. food and music. Group task: ask the children to list on sugar paper what some of the challenges might be to the host country: too much competition for jobs; strain on public services; racism and radical views about migrants that causes tension and unrest; media not reporting truthfully; money earnt sent to other countries. Task: Complete the case study identifying the benefits and challenges to Abdul and the host country.  How does migration affect people and places? What positives might Abdul experience in Germany? This is Abdul Aziz. He is a 26 year-old migrant who has migrated from a country in The Horn of Africa called Ethiopia. He has been forced to leave his homeland because of poor job opportunities and he does not earn enough money. He is a trained engineer. He has recently arrived in Germany and doesn't speak German. Using this information and the knowledge you have gained in the lesson, answer the following questions. What challenges might Abdul face in his host country Germany? ETHIOPIA What positives might the host country, Germany, get from Abdul? What challenges might Ethiopia face because of Abdul leaving? What challenges might the host country, Germany, face from migration?	Retrieval practice: Entry ticket: Name four northern hemisphere countries and name four southern hemisphere countries  Year 3: Hemispheres Name four northern hemisphere countries Name four southern hemisphere countries Northern hemisphere Southern hemisphere 2 points for each correct answer Allow: 10 minutes Exit ticket Name 3 negative and 3 positive impacts of migration on the host country.

4. What is a refugee?	Know the difference between refugees and migrants Know the human geography that create refugees	Refugee Migrant	Show the children the following picture and ask: what can you see?   Explain to the children that these pictures are a zoomed in section of a bigger picture. What might it be a picture of? What clues are given to support your thoughts? Reveal the bigger picture   Watch the video: https://www.youtube.com/watch?v=GvzZGplGbL8 With a partner, note down any key vocabulary or points which will help to explain what a refugee is. Ask the children the following question after the video: How does a refugee differ from a migrant? -Conflict: serious disagreement or argument which often results in war or violence. -No choice but to flee their home country to seek safety. Returning to their home country could put them at serious harm. -Flee with very little and often make extremely dangerous journeys. -Persecution: hostility and poor treatment of specific groups of people by another. Can be based on race, sexuality, political view or nationality. -No longer in their own country and have crossed at least one border. -International laws to protect refugees. They cannot be sent back to their home country if it is unsafe. Watch the video again this time focus on the challenges that refugees face on their journeys and when they arrive at the host country. Task: Use your world map and the refugee project website to complete the following tasks. https://www.therefugeeproject.org/#/2022 1. Locate Somalia in the Horn of Africa and mark this with a large red circle like on the website.	https://cafod.org.uk/education/primary-teaching-resources/refugee-resources https://www.therefugeeproject.org/#/2022 Retrieval practice: Entry ticket: What is a migrant?  Exit ticket: Cops and robbers – migrant and refugee 

			2. Label the country Somalia. Label how many refugees moved from Somalia in 2022. 3. 91 countries gave asylum to refugees from Somalia in 2022. It would be impossible to map all of these so pick 10 countries. 4. Draw red lines to these countries and label the country names.	
Fabulous finish POP activity – Proof of Progress Assessment Opportunity Knowing and remembering!	**Why do people migrate?** **Key vocabulary:** Migration, migrant, conflict, push factor, pull factor, refugee, host country **Disciplinary questions:** 1: What are the causes of migration – push and pull factors? 2: What are the consequences of migration – advantages and disadvantages to the migrant and the host country? 3: How has migration changed the host country overtime? Ask the children to create a case study for an imaginary person considering each of the 3 disciplinary questions and the key vocabulary. The must give clues as to if they are a migrant or a refugee. They must give examples of the push/pull factors that caused the migration.			

Middle Leader Questions:

Question	Response

Middle leader questions - Deep Dive in Geography

Outline your roles and areas of responsibility - what training have you had?
What's working well in this subject area - **Geography**?
Key achievements in this subject area - things to celebrate?
Challenges? Areas to be developed - priorities? Why - rationale?
How are you supported to do your leadership role effectively?
Have you made any recent changes to your subject curriculum? **Why?**

Intent
Briefly describe the school's **vision, aims and ambition** for Geography?
The intent. Talk me through your curriculum - **the big picture** of your geography curriculum, Where has it comes from and what are you trying to achieve?

What do you want pupils to have achieved and experienced by the time they leave (in top-level detail)? Ultimate goals
What impression you want this subject to leave on pupils?

What is Geography's profile within the school?
How is the geography curriculum personalised to the needs of your school context and its pupils?

How is the curriculum for this subject area planned/designed/organised/mapped out?
Why? **What is the RATIONALE for the ordering of the content**?

How do you know what is taught term by term in this subject?
Do all teachers know what pupils need to know, and be able to do, by the end of the unit/term/year?
Are the knowledge - concepts, skills, vocabulary and understanding you want pupils to gain clearly laid out in your curriculum maps and/or planning?
How have you decided what knowledge/skills/vocabulary you expect pupils to learn in Geography?
How do plans take into account pupils' prior knowledge and understanding?

How does the school teach the geographical concepts of:
Locational knowledge

Place knowledge Human and physical geography Geographical skills and fieldwork **Can you show me examples in your planning?** **How do teachers plan for progression in Geography?** Knowing more and remembering more What does it mean to get better in geography? **What is the school's way of measuring progress?** How do teachers ensure that pupils have learned/understood/remembered the key concepts for each unit - long term? How do you capture this information? **Outline your school's approach to assessment in geography - rationale** Formative and summative assessment strategies **How do teachers ensure pupils are challenged in geography?** Are tasks challenging and appropriate to ensure children become historians? How well does your school ensure high expectations in geography? **Which aspects of your geography curriculum are revised and repeated? Why?** Do children have the opportunity to read extended texts in geography? What are the **typical gaps in pupils' knowledge and skills** in this subject area? Is the curriculum planned and sequenced to address these gaps? How strong is t**eacher subject knowledge in Geography**? How do you **adapt the curriculum** to meet different needs (SEND and HAP) **How ambitious is your curriculum for SEND or disadvantaged pupils?** What are the **timetabling** arrangements for your subject? Have you allocated enough time to particular units or topics to make sure they're broad and deep enough? **Impact** **How do you evaluate the effectiveness or impact of this subject?**	

What is your monitoring telling you? **How do you ensure your intent is implemented fully and successfully across the school? Is the planned curriculum the enacted curriculum?** HDYK **How well does the teaching develop pupils written work?** **Have you had the chance to provide any training to staff in your subject?** What was the focus? **What steps are you taking to address any areas of under-achievement?** What are you doing to address any other issues that have arisen as a result of your analysis/ evaluations/monitoring or quality assurance activities? Data – what is it telling you? Pupil interviews: What do the children say about Geography? Work scrutiny: What do we see in books/lessons? Pitch and expectations, Prior learning informing teaching sequences, Progression – incremental teaching sequence, precise knowledge and vocabulary, practice and consolidation, prompts and feedback, progress – in terms of knowing more and being able to do more. Staff discussions: Does the geography curriculum design help pupils know and remember more? Planning scrutiny: Is planning effective? Lesson visits: How do teacher help pupils know and remember more? **Action plan discussion**	