

Geography

How is learning across school sequenced?

Knowledge and skills are mapped out for both Lower Key Stage 2 and Upper Key Stage 2 to ensure progression. Outcomes have been broken down into the following areas:

- Locational knowledge and place knowledge
- Fieldwork
- Geographical vocabulary
- Using globes, maps and plans
- Map work skills
- Human and physical geography, enquiry skills and communication.



Whole-School Geography Overview




	Topic
Year 3	UK
Year 4	Europe
Year 5	Countries of the World
Year 6	The Americas

Each year group explores different aspects of the National Curriculum using the location studied as a starting point. Eg. Year 3 – Rivers, Year 4 – Mountains, Year 5 – Volcanoes and earthquakes, Year 6 – Distribution of natural resources, trade.

In addition, each year group also carries out a pupil-led fieldwork project within the local area.

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Geography – Whole School Overview

	Year 3	Year 4	Year 5	Year 6
	The UK Rivers (The importance of rivers to settlements) Deserts (Link with Ancient Egypt) Local Area Fieldwork Study	Europe Comparison with a region in Europe and a region in the UK The water cycle Local Area Fieldwork Study	Countries of the World Volcanoes Earthquakes and tsunamis Droughts and Floods Local Area Fieldwork Study	North America South America Local Area Fieldwork Study
Locational knowledge and Place knowledge	I can name and locate counties and cities of the UK. I understand how some of the aspects studied (UK) have changed over time.	I can identify the position of Tropic of Cancer and Tropic of Capricorn, equator and N and S hemispheres. I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country	I know some of the world's countries and can locate them on a map, concentrating on environmental regions, key physical or human characteristics, countries, and major cities. I can identify the position/significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian and time zones (incl. day & night) and show these on a globe.	I know some of the world's countries and can locate them on a map, focusing on South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities. I can understand geographical similarities and differences of a region of the UK and a region within North or South America. I can explain how aspects have changed over time.
Geographical Vocabulary	I continue to develop a wider geographical vocabulary.	I continue to develop a wider geographical vocabulary. I am beginning to apply the vocabulary of other subjects such as maths and science when	I am beginning to use precise geographical words when describing geographical places features & processes. I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing	I can provide greater detail of geographical regions of the UK & their identifying physical and human characteristics using specific geographical vocabulary.

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		describing geographical features and processes.	geographical features or processes.	
Using globes, maps and plans	<p>I understand the purpose of maps.</p> <p>I am beginning to understand scale and distance on a map, using and applying mathematical skills.</p> <p>I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns;</p> <p>I can use atlases to find places using index/ contents.</p>	<p>I know some of the world's countries and can locate them using maps.</p> <p>I can understand the need for a key.</p> <p>I know more about Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can use atlases to find places using index/ contents.</p>	<p>I can use atlases to find places using index/ contents.</p> <p>I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and digital mapping systems.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied.</p> <p>I understand scale and distance on a map, using and applying mathematical skills.</p>	<p>I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and digital mapping systems.</p> <p>I understand scale and distance on a map, using and applying mathematical skills.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied.</p> <p>I can use atlases to find places using index/ contents.</p>
Map work skills	<p>I can use the 8 points of a compass.</p> <p>I can use and understand Ordnance</p>	<p>I can use aerial photos and satellite images.</p> <p>I can use a globe & maps & some OS</p>	<p>I can draw a detailed sketch map using symbols and a key.</p> <p>I can use the eight points of a compass, symbols and key</p>	<p>I can understand and use 6 figure grid references to interpret OS maps.</p>

How is learning across school sequenced?

	<p>Survey symbols and keys.</p> <p>I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>I can use aerial photos and satellite images.</p> <p>I can sketch annotated views.</p>	<p>symbols on maps to name geographical regions & identifying physical and human characteristics, including <u>cities, rivers, mountains, hills, key topographical features, land-use patterns</u>.</p> <p>I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p> <p>I can use the 8 points of a compass.</p> <p>I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>I am beginning to understand scale and distance on a map, using and applying mathematical skills.</p> <p>I can sketch annotated views.</p>	<p>(including the use of O S maps)</p> <p>I can use grids with letters and numbers and 4-figure (as well as some 6-figure) coordinates to locate features.</p>	
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How is learning across school sequenced?

Human and physical geography, enquiry skills and communication	<p>I can describe & understand key aspects of physical geography, including rivers, biomes and vegetation belts (deserts).</p> <p>I can name and locate a geographical region of the UK & its identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers and land-use patterns.</p> <p>I can identify differences between places.</p> <p>I apply mathematical skills when using geographical data etc.</p>	<p>I begin to describe types of settlement (e.g. hamlet, village, town, city, port, market town, resort etc.), economic activity and land use in areas studied.</p> <p>I can understand key aspects of physical geography – mountains</p> <p>I can describe and understand key aspects of the water cycle.</p> <p>I apply mathematical skills when using geographical data etc</p> <p>I can communicate geographical information in a variety of ways, including through maps and writing at length.</p>	<p>I can explain volcanoes/earthquakes in simple terms.</p> <p>I can understand key aspects of physical geography e.g. climate zones, volcanoes.</p> <p>I can give a few reasons for the impact of geographical influences/ effects on people, place or themes studied.</p>	<p>I can understand key aspects of physical geography – tundra and rainforests</p> <p>I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time.</p> <p>I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied.</p> <p>I know location of places of global significance, their defining physical & human characteristics and how they relate to one another.</p> <p>I can describe in detail types of settlement (e.g. hamlet, village, town, city, port, market town, resort etc.), land use, economic activity including trade links in areas studied.</p> <p>I can give a few reasons for the impact of geographical influences/</p>

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				effects on people place or themes studied.
Fieldwork	<p>I can conduct surveys and carry out a simple questionnaire</p> <p>I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p>	<p>I can conduct surveys and carry out a simple questionnaire</p> <p>I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps, plans, graphs and digital technologies.</p>	<p>I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes.</p> <p>I regularly use/ apply maths skills in my work.</p> <p>I can conduct surveys and carry out a simple questionnaire.</p> <p>I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies.</p>	I can imagine how & why area may change in future.

How is learning across school sequenced?


Geography – Year 3

		United Kingdom	Deserts and Rivers	Fieldwork - Our School - Local Area Study - Light Usage survey with science or school water survey
Knowledge	I understand the purpose of maps.	✓	✓	✓
	I am beginning to understand scale and distance on a map, using and applying mathematical skills.	✓	✓	
	I can describe & understand key aspects of physical geography, including rivers and mountains, biomes and vegetation belts (deserts).	✓ • Work on Pennines	✓	
	I can name and locate counties and cities of the UK.	✓		
	I can name and locate a geographical region of the UK & its identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers and land-use patterns.	✓ • Work on Pennines	✓ Comparison with River Mersey?	


Geography – Year 5

		Countries of the World	Extreme Earth - Volcanoes - Earthquakes and tsunamis - Droughts and floods	Local Area Study
Knowledge	I can explain volcanoes/earthquakes in simple terms.		✓	
	I can understand key aspects of physical geography e.g. climate zones, volcanoes	✓	✓	✓
	I know some of the world's countries and can locate them on a map, concentrating on environmental regions, key physical or human characteristics, countries, and major cities.	✓		
	I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian and time zones (incl. day & night) and show these on a globe.	✓		
	I can give a few reasons for the impact of geographical influences/ effects on people, place or themes studied.		✓ • Impact on extreme weather on people. Look at Ring of Fire and fault lines.	

How are knowledge and skills built on throughout the school?

 Cheadle Catholic Junior School <small>"Following in the footsteps of Jesus"</small>			Sequence document
Medium Term Plan			
Year 5 Unit name –Countries of the World			
Suggested Class Texts: Shackleton's Journey-Exploring Antarctica Around the World in 80 days-Jules Verne Flat Stanley by Jeff Brown If the World were a Village: a book about the world's people-David J Smith The Invention of Hugo Cabret-Brian Selznik Children just like me-DK There's a map on my lap-Tish Rabe		Hook: Holiday destinations Antarctica and finding the wreck of the Endurance Biography of Sir Ernest Shackleton	
Topic Outcomes: <ul style="list-style-type: none"> To know some of the world's countries and can locate them on a map, concentrating on environmental regions, key physical or human characteristics, countries, and major cities. To identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian and time zones (incl. day & night) and show these on a globe. To begin to use precise geographical words when describing geographical places features & processes To interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS) To use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied. To use the eight points of a compass, symbols and key (including the use of O S maps) To understand scale and distance on a map, using and applying mathematical skills. 			
Topic Reflection:			
Geographical concepts:		Vocabulary	
EYFS + KS1 ✓ Place	KS2 ✓ Place ✓ Space ✓ Environment	Tier 1: UK including Oceania for the smallest continent, equator, polar, Arctic, Antarctic, map, key, countries, continents, capital cities, seas, oceans, Tier 2: Northern and Southern hemispheres, longitudinal lines, Prime Meridian, time-zone, east, west, capital country, monument, climate, weather, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian, Atlas, borders, landmarks, human and physical characteristics Tier 3: Greenwich Mean Time, humidity, precipitation, wind speeds, temperature, degrees, Celsius	

How are knowledge and skills built on throughout the school?

 Sequence document		
Previous Skills	Previous Knowledge	Previous Understanding
<p><u>Lower KS2</u></p> <ul style="list-style-type: none"> To use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. <u>cities, rivers, mountains, hills, key topographical features, land-use patterns.</u> (Year 3: London and the Pennines, Year 4: Rome and the Alps) To use atlases to find places using index/ contents. To use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world. To use the 8 points of a compass To use simple grids with letters and numbers and 4-figure coordinates to locate features. To communicate geographical information in a variety of ways, including through maps and writing at length. To begin to understand scale and distance on a map, using and applying mathematical skills. 	<p><u>KS1</u></p> <ul style="list-style-type: none"> Children compared area in the UK with a Japan (non-European country comparison) Children have looked at the coldest areas on Earth and the Equator (Year 1 and Year 2) Children have studied the seven continents. (Year 1) <p><u>Lower KS2</u></p> <ul style="list-style-type: none"> To identify the position of Tropic of Cancer and Tropic of Capricorn, equator and N and S hemispheres. (Year 4 – Europe topic) To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. (Year 4 – London/Rome/Alps comparison) To know some of the world's countries and can locate them using maps. To understand the need for a key. To know more about Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities. To continue to develop a wider geographical vocabulary. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> Children will have learned about key aspects of physical geography – deserts (Sahara desert) and rivers (River Nile) Children have explored some OS symbols and keys. <p><u>Year 4</u></p> <ul style="list-style-type: none"> Children will have learned about key aspects of mountains (Alps). Children will have learned about contour lines on OS maps.

How are knowledge and skills built on throughout the school?

- Knowledge and skills progression documents to ensure this.
- Key concepts explored throughout Year 3 – 6 and build on those studied at **KS1: Place, Scale, Human and Physical Processes (Environment), Space, Interconnections, Environmental Impact and Sustainability, Cultural Awareness**

	Prior Learning / Recall	Learning Objective	Lesson Outcome Children will be able to:
1	Continents-what they are, countries which are part of the continent. How many countries in a continent can the children name in 1 minute? How many countries can the children name starting with A, B and C in one minute?	<i>Understand how maps, atlases, globes and digital/computer mapping can be used to locate countries and describe features studied.</i>	Look at various images of counties and their maps. Identify key features-continents, surrounding borders, terrain, rivers, lakes and mountains, population, currency and landmarks. Children to research countries using ipads which belong to a specific continent: Nigeria Pakistan, China, Australia, Norway. Children to present work on a double page spread as a non-chron report and use the questions on the powerpoint to assist in the information they need to include.
2	Use simple grids with letters and numbers and 4-figure coordinates to locate features.	<i>Understand and identify the position and significance of lines of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles</i>	What is longitude and latitude? What can children infer from these two pieces of vocab. Go through the definitions. Present powerpoint 1-INFORMATION POWERPOINT (Invisible Lines of the Earth. Lines of Longitude and Latitude) to the children and discuss each slide as appropriate and copy any information into books you feel are suitable. Children to identify, locate and label the equator, tropic of Capricorn and Cancer, Prime Meridian, North and South Pole,

How are knowledge and skills built on throughout the school?


Knowledge organisers - One per topic, differentiated by Year Group. Contain key vocabulary, definitions, key knowledge and skills. Children complete these as the topic progresses, which supports recall of knowledge and skills, as well as application.

Year 3

Key vocabulary	Definition
United Kingdom	The United Kingdom includes England, Wales, Scotland, Northern Ireland and many smaller islands within the British Isles.
county	Areas of land, cities and towns that are used for different purposes. Often it makes it easier for government to rule.
settlement	A place (normally uninhabited) where people establish a community.
compass points	The four cardinal directions are North (N), East (E), South (S) and West (W). A compass is used to show direction.
river	A river is a large, natural stream of flowing water.
source (of a river)	The place where a river begins to flow.

Knowledge Organiser
The United Kingdom

Key Questions



How has the UK changed over time?

How is the UK divided?

What are some key rivers in the UK?

What do I want to explore further?

Human Characteristics

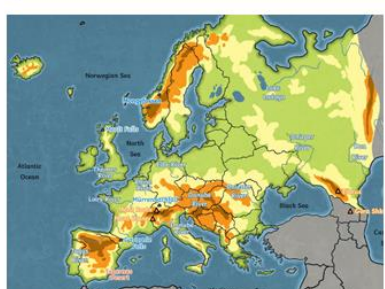
Physical Characteristics

Year 4

Key vocabulary	Definition
Europe	Europe is the western peninsula of the giant "supercontinent" of Eurasia. It is located in the Northern Hemisphere.
continent	
Ordnance Survey maps	Special maps of the UK which show all the roads, paths, hills and other physical and human features of an
mountain range	A group of chain of mountains located together
contour lines	These show the shape of the land by joining together locations that are the same height above sea level.
The Alps	

Knowledge Organiser
Europe

Key Questions



Can you name some of countries in Europe?

What is special about Europe?

How are the Alps different to mountains in the UK?

What do I want to explore further?

Human Characteristics

Physical Characteristics

How are knowledge and skills built on throughout the school?

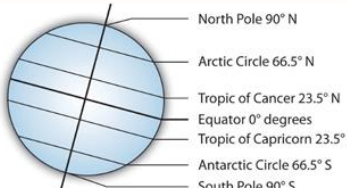
Knowledge organisers - One per topic, differentiated by Year Group. Contain key vocabulary, definitions, key knowledge and skills. Children complete these as the topic progresses, which supports recall of knowledge and skills, as well as application.

Year 5

Key vocabulary	Definition
hemisphere	
Prime Meridian	The Prime Meridian (PM) line divides the earth into the eastern and western hemisphere. • It passes through the Royal Observatory in Greenwich, England.
Equator	
time zone	
Tropic of Cancer and Tropic of Capricorn	The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead.
population	

Knowledge Organiser

Can you explore the countries of the world?



Key Skills


Key Questions

What are lines of longitude and latitude?

What are some important lines of longitude and latitude?

How do time zones work?

What do I want to explore further?




Year 6

Key vocabulary	Definition

Knowledge Organiser


Discovering the Americas



Key Skills

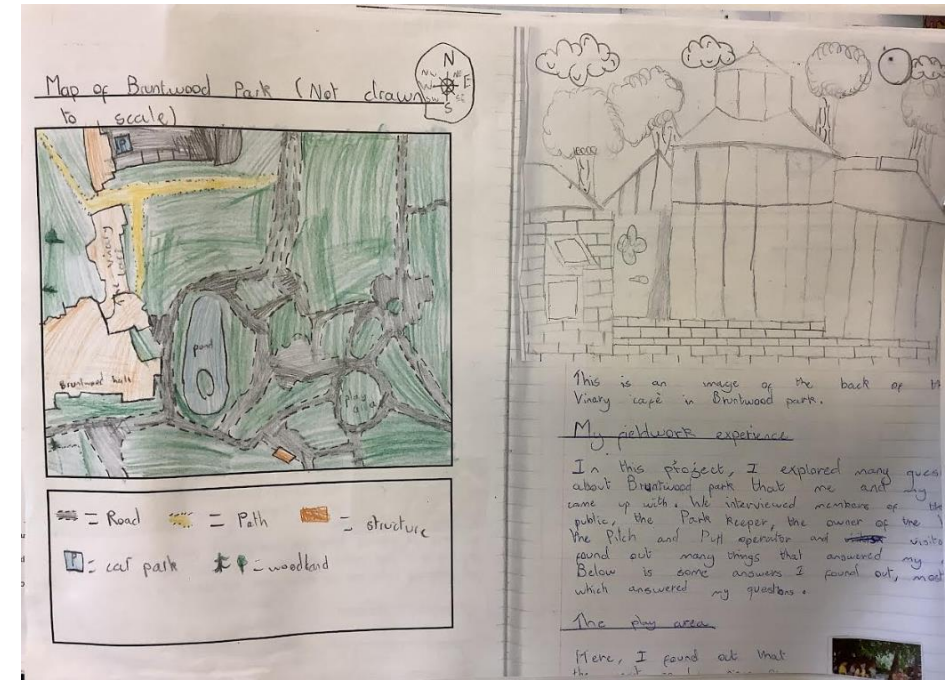
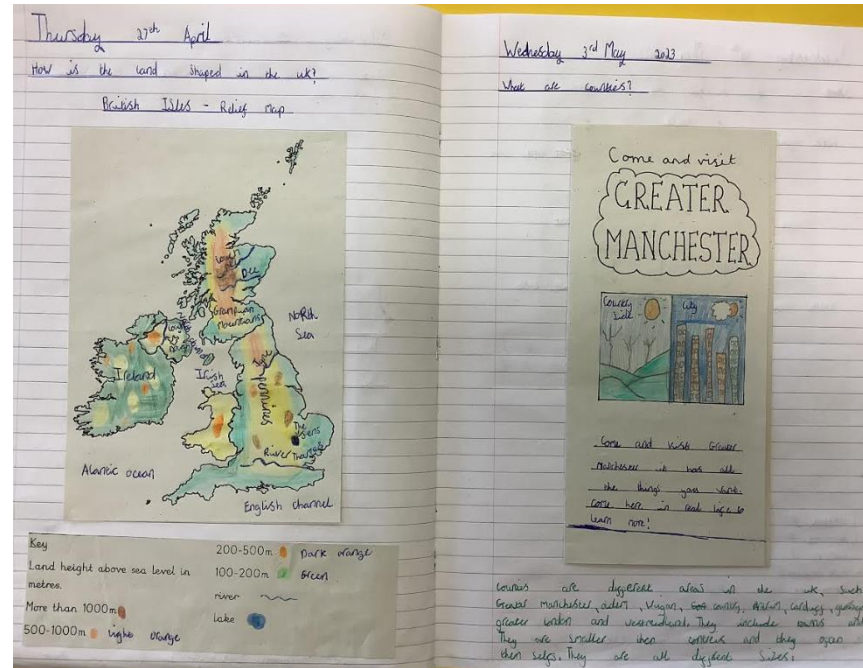
Key Knowledge

What do I want to explore further?



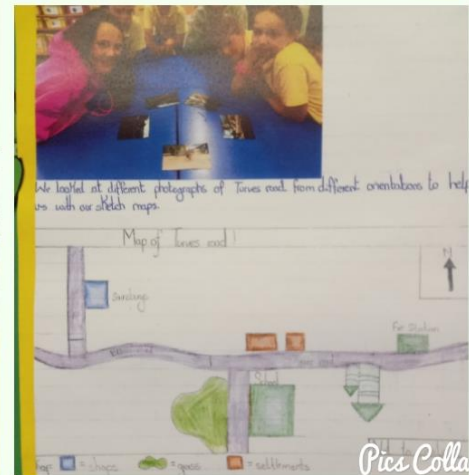
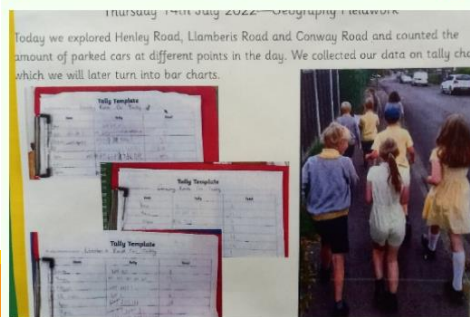
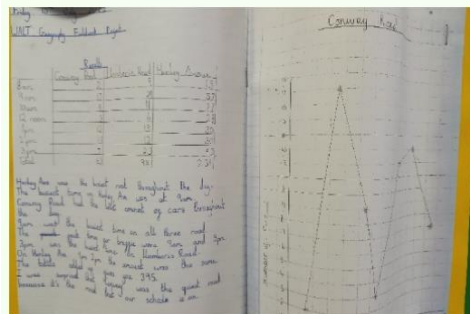
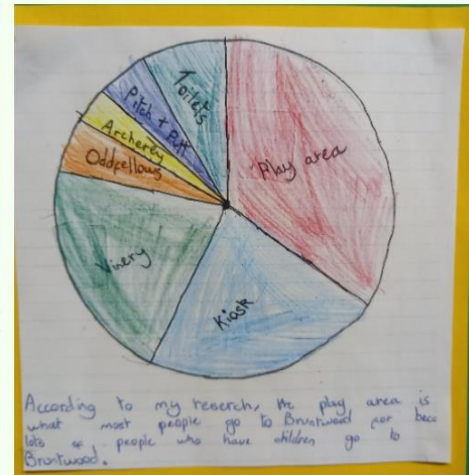
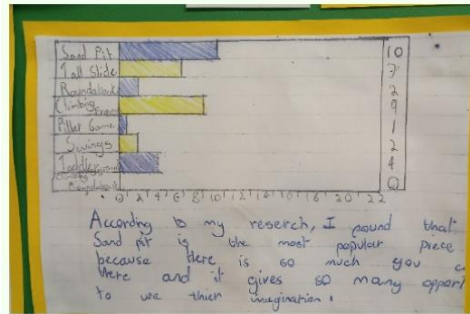
Bespoke and Engaging Curriculum

Through developing our own curriculum, we have developed a curriculum that is bespoke and engaging to our learners. Children build on and develop core understanding of their knowledge and skills throughout their time at Cheadle Catholic Junior School.

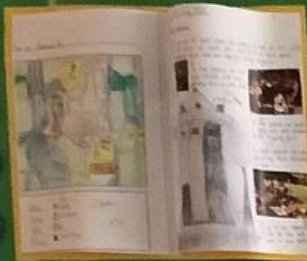


Fieldwork

Fieldwork 'bridges the gap' for children of all abilities and adds a 'real life' dimension to the geography curriculum. Across all year groups, children have opportunities to plan and carry out a fieldwork project within school and the local area. Progression is evident in the planning, the locality chosen and the way in which children present and analyse their results.



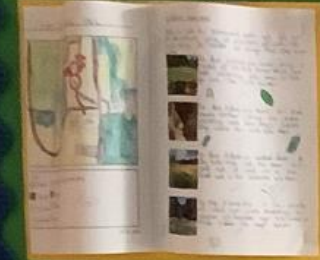
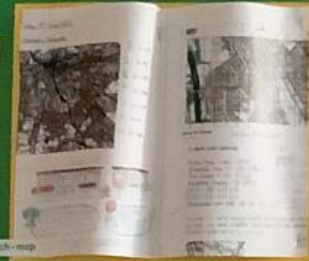
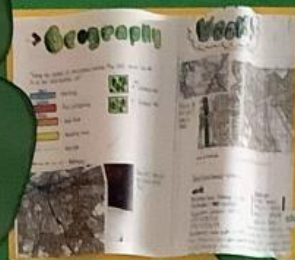
Whole school fieldwork project



Notes on a page from a notebook.

Notes on a page from a notebook.

Notes on a page from a notebook.



Notes on a page from a notebook.

In Year 5, children visited Bruntwood Park to investigate a range of focuses, from wildlife to leisure.

Year 6 looked at commerce in the local area, particularly the shops on Turves Road.



Notes on a page from a notebook.

Notes on a page from a notebook.



Notes on a page from a notebook.

Human Features



Photograph

Year 3 have been busy looking into air traffic over our school.



In Year 4, children explored congestion around the roads surrounding school.



Notes on a page from a notebook.

Notes on a page from a notebook.

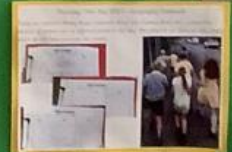
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Notes on a page from a notebook.

Forest Schools



Across the school, children are also being given the opportunity to take part in Forest Schools, which has been planned in collaboration with the Geography Lead to support and enhance our fieldwork provision. This

*N.C. 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**.*

Assessment

- **Formative assessment** – Variety of questions, discussion, observation during group tasks, application of knowledge within a lesson, quizzes, green pen time.
- **Progression of knowledge and skills document** - This enables school staff to report accurately and effectively every child's progress in Geography.

Geography	
Below Expectations	Above Expectations

Challenge and Adaptations

Challenge:

- **Greater Depth opportunities** applied through effective questions, feedback in the lesson, green-pen time, mini-plenaries, extension challenges, differentiated tasks/resources, fieldwork project roles.
- Cross-curricular links applied, such as English (extended writing opportunities), Maths (data handling), Science (the water cycle, biomes etc.), ICT (use of apps/photos), Art (field sketches), PSHE (physical wellbeing and time spent outdoors).

Geography: Support for children not meeting ARE.

Enlarging of resources, such as OS maps, worksheets.
Adult to scribe.
Regular check-ins with an adult or 1:1 support.
Sit closer to board.
Specialist equipment.
Movement breaks. Follow SEND Plans
Simplified activities – kinaesthetic elements.

Individualised

Pre-learning of vocabulary. Simplified instructions.
Chunking activities. Recording using pictures.
Less emphasis on written recording and increased opportunities to record
using pictures, photos, cloze procedures.
Small group work with a teacher or TA. Differentiated tasks.
More time given for processing and completing tasks.
Calm learning environment.

Targeted

Knowledge organisers to introduce and recap vocabulary and to reflect on what has been learned.
Sharing of learning objectives and key vocabulary at the start of the lesson, as well as recapping these throughout.
Prior learning recapped at the start of lessons and mini-plenaries throughout to continually check on progress.
Displays used to outline key vocabulary and concepts, to display maps and to celebrate work completed by pupils.
Use of a range of practical resources in lessons: maps, atlases, globes, digital/computer mapping (Google maps and Digimaps for Schools).
Opportunities for fieldwork to give children hands-on, memorable experiences.
Use of visual resources such as photographs, diagrams and models to consolidate knowledge and geographical processes.
Use of talk partners/mixed-ability group work/class discussions to allow children to learn/get support from their peers.
Allowing sufficient time for thinking, as well as for completing an activity.
Verbal feedback given within the lesson. Positive praise and encouragement.
Differentiated activities and using a range of recording. Vocabulary mats at desks.

Universal

Recent Pupil Voice – Book Study

(Focus: Vocabulary and Tasks)

- Children across all year groups were able to discuss their learning within their geography topics and did so with enthusiasm.
 - “In Geography, we take notes from teaching to ‘jot down’.”
 - “When we are learning about countries, there could be specific words linked to them.”
 - “Knowledge organisers are really handy.”
 - “Activities where we have to match up ideas to words help.”
 - “Some of the first tasks are easy, but there are some more challenging.”
 - “The work on equators/tropics led onto longitude and latitude and that led onto time zones.”
 - “In Year 5, there are blank spaces in our knowledge organisers to get your words and find the definitions.”
 - “Sometimes the boards have the vocabulary and it’s meaning to use in their work.”

Key Strengths:

- **Sequence of Teaching:** Planning documents show what prior learning has taken place. Pupil voice showed that children could articulate how their learning built on previous learning. Evidence in books.
- **Vocabulary:** Knowledge organisers (progressive), lesson objectives, evidence in books, pupils confident using geographical vocabulary in pupil voice.
- **Bespoke and engaging lessons** driven by a quality scheme of work and high-quality teaching and learning.
- **Enjoyment:** Children enjoy learning in geography and the range of activities that take place.
- **Fieldwork:** Children are encouraged to plan and carry out fieldwork within the area. Links to National Fieldwork Week.
- **Subject monitoring** to ensure open dialogue between subject leaders, class teachers and pupils (book studies, pupil voice)

Next Steps:

- **Concepts** Explored from EYFS (Cheadle Catholic Infant School) to Year 6.
- **Fieldwork:** ensuring there are no missed opportunities for first hand experiences within school and locally.
- **Retrieval and retention of knowledge:** Monitor and promote effective strategies in lessons for retrieving previous learning/overlearning.

- **Outcomes in books**

Ensure consistency in marking

Use of knowledge organisers

Children are decoding, understanding and applying new learning/vocabulary.