


GEOGRAPHY

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Approved by			
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Version No.:	3	Date:	27 th March 2024
Proposed Review Date	Summer 2025		

Purpose of Study

Geography is all about the world and its wonders. At Asby, the Geography curriculum is designed to give our children the confidence and experience to help inform and shape ideas; investigating both the human and physical strands of this multi-faceted subject. Our aim is to enable children to become culturally literate global citizens. We place particular emphasis on themes such as sustainability, development and climate change. Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum. Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography.

National Curriculum

- 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.

EYFS - Reception	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <p>Understanding the World</p> <ul style="list-style-type: none">• 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.	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• 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. <p>Place knowledge</p> <ul style="list-style-type: none">• understand geographical similarities and	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• 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

<ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <ul style="list-style-type: none"> • 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). <p>Place knowledge</p> <ul style="list-style-type: none"> • 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. <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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
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	skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	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.
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Content

Our high-quality geography curriculum enhances children's understanding, and interest, in the world. Units that focus on the physical strand of this subject, such as units on the Amazon and Arctic, equip children with an understanding of different landscapes and how to interpret them. Children's cartographic skills are developed throughout the school, from Year 1 to Year 6, in order for them to be confident map-readers that can access their local environment safely. Visits from experts, such as the local mountain rescue team, add value to this and give impetus to our curriculum.

Human Geography units, including topics such as pirates and Ghana, allow children to compare their experiences to that of others around the world. Across the curriculum, we place a huge amount of emphasis on themes such as sustainability and climate change. Whilst these topics are tackled in depth within units of work - for example the Rainforest unit in Key Stage 2 – we consistently apply these values across the school and the curriculum. As with other subjects, children are encouraged to ask questions, think critically and challenge different perspectives. This, in turn, allows them to develop their own world view.

The contribution of Geography to teaching in other curriculum areas

English – Teachers have a responsibility to have high expectations of literacy in all subjects; Geography is no exception to this. Additionally, it is clear that, by the widening children's vocabulary through geography, we can improve outcomes in reading comprehension. Learners in upper Key Stage 2 will be expected to answer essay-style questions with high standards of written English.

Mathematics – To enjoy success in Geography, children need to be able to measure, read coordinates, compare data and represent their findings through the use of graphs. Through the rehearsal of this knowledge, the teaching of this subject will aid progress in maths, and vice versa.

Computing – Children will develop their skills using digital mapping and acquire and represent data based on fieldwork. At Asby, Computing is central to everything we do and children will use a range of programmes on Apple devices during Geography lessons, particularly Showbie.

Personal, social and health education (PSHE) and citizenship – by learning about different places, cultures and perspectives, children will not only have their horizons broadened, but they will also develop empathy; this is essential in order for the children to grow up to be active participants in society.

Quality of Education

Intent

At Asby Endowed School, we are geographers! We aim to equip the children with the necessary foundational knowledge to enable them to grow up to be cartographers, town planners or conservationists. We aim to provide a purposeful, enriching curriculum that can give the children a greater understanding of their world. Learners should understand that there are two strands to this multi-faceted subject: physical and human. By the time that our children end their learning journey with us, they should have an understanding of the ordinary course of the earth, as well as the impact and behaviour of the humans that live on it. With regards to locational knowledge, children should be able to locate the countries of Europe, North and South America, as well as the regions, counties and cities of the United Kingdom. They should understand the characteristics of their local environment and the limits and benefits of these.

Implementation

At our school, Geography is taught every half-term for one hour per week. The subject is taught across the primary age range and units are blocked, to enable children to focus on each area in depth. Our skills progression geography ensures that children develop their knowledge and skills year-on-year. Locational knowledge is developed, not just through explicit teaching, but by the playing of games at lunch times. At the beginning of each unit of work, what the children already know will be recorded, in order for teachers to gauge progress across a half-term. Microsoft Forms will also be utilised for end-of-term assessments, to determine progress and retention of core knowledge. The use of educational visits, and visitors, ensures that the learning experiences of pupils is enhanced and linked to the real world around them. To help with the subject knowledge of staff, CPD opportunities are seized and used to further the experiences of children at school. Teachers model tasks effectively, ensuring that children understand tasks and meet the learning intentions of each lesson. As well as end-of-term assessments, practitioners effectively use assessment within each lesson to ensure that misconceptions are addressed and all children make progress in every lesson.

Impact

Children should make at least expected progress in Geography, based on their unique starting point. Pupils will leave Asby Endowed with an enthusiasm for the subject, which will be evidenced by pupil voice and their learning. When our children make the next step to high school, they will be equipped with the skills, knowledge and understanding to confidently continue their geography journey.

Progression of Knowledge

Substantive knowledge focuses on the core elements of locational knowledge, place knowledge and human/ physical geography.

Disciplinary knowledge centres on the use of aerial, maps, globes and atlases. Furthermore, geographers' abilities are developed through the collection and manipulation of field data.

Key Knowledge	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Know how to talk about some specific features of an environment, location or country that they have been learning about.</p>	<p>Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Ireland).</p> <p>Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh and Belfast),</p> <p>Know and identified on a map the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea).</p>	<p>Know and identify on a map the seven continents (Europe, Asia, Africa, North America, South America, Australasia, Asia and at Antarctica).</p> <p>Know and identify on a map the five oceans (Atlantic, Pacific, Indian, Arctic, Southern).</p>	<p>Know and locate cities and counties in England on a map.</p> <p>Know the location of the world's countries using a map (focus on Europe).</p> <p>Know the capital cities of key identified countries.</p> <p>Know where the Southern and Northern hemispheres are on a map.</p> <p>Know key topographical features in the areas of the UK and other countries.</p> <p>Know that longitude lines go vertically across the map and latitude lines go horizontally across the map.</p>	<p>Know the location of the world's countries using maps (focus on North and South America).</p> <p>Know where the Equator, Southern and Northern hemispheres are on a map.</p> <p>Know and compare and contrast key topographical features in the UK and other countries.</p> <p>Use the lines of longitude and latitude to identify countries on a map.</p> <p>Know some Time zones and how they compare to Greenwich Mean Time.</p>	<p>Name and locate four countries from the Northern hemisphere and four countries in the Southern hemisphere.</p> <p>Know what a tropic is.</p> <p>Know that the Tropic of Cancer is in the Northern Hemisphere.</p> <p>Know that the Tropic of Capricorn is in the Southern hemisphere.</p> <p>Know the tropics and the regions where the sun passes directly overhead.</p> <p>Know and compare and contrast land use and key topographical features in the UK and other countries.</p> <p>Know world time</p>	<p>Know the location of some countries in relation to others using a map (eg: the UK is north of France).</p> <p>Know where the Equator, Tropic of Cancer and the Tropic of Capricorn are on a world map.</p> <p>Name the countries that are on the Tropic of Cancer.</p> <p>Name the countries on the Tropic of Capricorn.</p> <p>Know to compare and contrast land use and the key geographical features in countries and know changes over time in the UK and begins comment on changes over time linked to studies in Europe</p>

				Know that there are time zones.		zones and compare them with Greenwich Mean Time.	and South and North America.
Place Knowledge	<p>Know that some places are special to members of their community.</p> <p>Know that there are different countries in the world and talk about the similarities and differences they have experienced or seen in photos.</p>	<p>Local: Know about the local surrounding area and our school.</p> <p>Know that the United Kingdom is an island in Europe.</p> <p>Now the all streets have a name and a post code.</p> <p>Know their own address and the address of the school.</p> <p>Know local buildings in the surrounding locality, (school, church, village hall) linked to the locality walk.</p> <p>Know the types of houses in our local area.</p>	<p>UK: Know that the region we live in is called Cumbria.</p> <p>Know that the continent we live in is Europe.</p> <p>Europe: Know that the United Kingdom is a group of islands which are part of the European continent.</p> <p>Know the similarities and difference between smaller of the United Kingdom and a smaller area non-contrasting at European country.</p> <p>World: Know features of hot and cold place in the world, weather, housing and wildlife.</p>	<p>UK: Know what a country and know local counties.</p> <p>Europe: Know the names and locate at least five European countries.</p> <p>Know the names of the number of European capitals.</p> <p>World: Now the main difference between living in the UK and another country.</p>	<p>UK: Know and explain details about the UK, including towns and cities and use and land use and topographical features.</p> <p>Europe: Know how to compare two different places in different countries, including climate changes, language and famous landmarks in both places.</p> <p>World: Know where the North and South America are.</p>	<p>Know the key geographical similarities and differences to in England, another country in the world.</p> <p>Know the climate differences between two places.</p> <p>Know the primary language spoken.</p> <p>Know what both places are famous for.</p>	<p>Know how to compare and contrast living in the UK with another country in the world.</p> <p>Know some geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in the Europe country, and a region within North and South America.</p>
Human & Physical Geography	<p>Develop positive attitudes by the differences between people.</p> <p>Know that there are different countries in the world and talk about the</p>	<p>Know the weather is changeable and this makes the seasons.</p> <p>Know that the weather can be more than one season.</p>	<p>Know and name the following physical geographical vocabulary to describe a European and non-European settlement - coast, cliff,</p>	<p>Know key aspects of human geography and physical geography, such as how rivers are formed and the water cycle.</p> <p>To know news key</p>	<p>To know and use key vocabulary related to aspects of human physical geography.</p> <p>Know geographical processes and be able to explain</p>	<p>Know and discuss reasons for changes in climate and resulting climate change.</p> <p>Know and describe geographical</p>	<p>Know about land use for economic activity, including trade links and distribution of natural resources.</p> <p>Know and explain the impact of changes in the</p>

	<p>differences they have experienced or seen in photos.</p> <p>Talk about members of their immediate family and community.</p> <p>Now how to name and describe people who are familiar to them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Know weather-specific vocabulary and linked word to the correct seasons, geographical language to describe the weather patterns and record observations over time using weather symbols.</p> <p>Know where the Equator, North and South poles are on the globe and world map.</p>	<p>mountain, beach, forest, hill, sea, ocean, river, valley.</p> <p>Know and name the following human geographical vocabulary to describe a European and non-European settlement – city, town, village, factory, farmhouse, office, port, harbour, shop.</p>	<p>vocabulary relating to these features.</p>	<p>them such as in formation of mountains and their effect on the water cycle.</p>	<p>processes and features using key vocabulary.</p> <p>Know how different settlers used the land.</p>	<p>land use over time.</p>
Geographical Skills and Fieldwork	<p>Draw information from a simple map.</p> <p>Know how to draw a simple map and talk about things they can see or have found out from the map.</p> <p>Know how to build and create features of the environment in their play and can talk about and identified things that they can see in the environment, a photograph or map using some key vocabulary.</p>	<p>Know, from undertaking field work, that information be gathered about our local area through observations.</p> <p>Create a map of the school grounds.</p> <p>Know their address including the postcode.</p> <p>Know that we can use atlas, globe and a map to find out about information about countries.</p> <p>Know where the UK is on the world map and globe.</p>	<p>Know the four points of the compass, north, east, south west).</p> <p>Know and use positional language when describing location and position.</p> <p>Know that the orientation of a compass is north.</p> <p>Create a simple map of the local area with the key.</p> <p>Know how to use a virtual map to gather information. Use index, search bar, zooming tool and orientation.</p>	<p>Know how to use world maps to identify countries of the world.</p> <p>Use world maps to identify key features such as volcanoes.</p> <p>Observe how land has been used using a range of OS maps aerial photographs.</p> <p>Know and name eight points the compass and use them in to describe direction.</p> <p>Identify the North and Southern hemispheres.</p>	<p>Know how to use world maps to identify countries of the world and their capitals.</p> <p>Use road maps to plan a journey.</p> <p>Use OS maps to build knowledge of the UK.</p> <p>Use four-figure grid reference to build knowledge of the UK.</p> <p>Measuring record rainfall precisely and make observations from their findings.</p> <p>Measure and record temperature</p>	<p>Know how to use graphs to record features such as temperature and rainfall across the world.</p> <p>Know that rainfall and temperature can be presented in graphs and know how to interpret this information.</p> <p>Know and use symbols and keys to build their knowledge of the UK.</p> <p>Use four-figure grid references on OS maps to locate positions and know how contour lines are</p>	<p>Use six-figure grid reference on OS maps to locate positions.</p> <p>Locate the Equator, Tropic of Cancer and Tropic of Cancer Capricorn on a map.</p> <p>Know what various OS symbols represent.</p> <p>Use lines of longitude and latitude to locate places.</p> <p>Recognising news, time zones and identified Greenwich meridian.</p>

		<p>Known Identify four countries of the UK on a map of the UK.</p> <p>Now and identify the capital cities of the four countries of the world.</p> <p>Know where the Equator, North Pole and South Pole are on the globe.</p>	<p>Know how to use aerial photographs, including Google Earth, to identify key landmarks, both physical and human.</p> <p>Know and label the seven continents the world on a world map.</p>		precisely and make observations from their findings.	used.	Use Google Earth to find countries, places of interests and follow a river.
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Progression of Vocabulary

EYFS - Reception	Year 1	Year 2	Year 3
Building, Town, Farm, Road, Park, Path, People, Beach, Sea, Lake, River, Desert, Mountain/hill, Countryside, Forest/wood, Weather, Seasons, Map, Local place, Globe	<p>Locational knowledge: England, Scotland, Wales, Northern Ireland, United Kingdom, town, village, city</p> <p>Place knowledge: Similar, different, South America, equator, Peru</p> <p>Human and Physical geography: Hot, cold, weather, seasons, polar bear, panda, arctic, Middle East, autumn, winter, summer, spring, forest, hill, farm, house</p> <p>Geographical skills and field work: Map, key, near, far, distance, school, village, town, city</p>	<p>Locational knowledge: Earth, globe, continent, country, ocean,</p> <p>Place knowledge: Compare Population, India, New Delhi</p> <p>Human and Physical geography: Sand, ocean, weather, sea, water, seaside, town, map, shop</p> <p>Geographical skills and field work: Map, atlas, key, globe, farm, symbol</p>	<p>Locational knowledge: Asia, Africa, North America, South America, Australia, Antarctica, continent, map, river, desert, mountain, capital, city</p> <p>Place knowledge: UK, Europe, Local, hilly, flat South America, Amazon, China, Beijing</p> <p>Human and Physical geography: Volcano, eruption, magma, crust, mantle, outer core, inner core, climate zones</p> <p>Geographical skills and field work: Map, atlas, globe, continent, country, north, east, south, west, compass</p>
Year 4	Year 5	Year 6	
<p>Locational knowledge: Europe, desert, rainforest, map, location, hills, mountains, coasts, rivers</p> <p>Place knowledge: Thailand, Bangkok, North America</p> <p>Human and Physical geography: Solid, liquid, vapour, melt, freezing, boiling, water cycle</p> <p>Geographical skills and field work: Map, atlas, globe, continent, country, north, east, south, west, compass</p>	<p>Locational knowledge: Europe, North America, South America, cities, region, land use, county, Africa</p> <p>Place knowledge: Native America, tribes, Africa, South Africa, Johannesburg.</p> <p>Human and Physical geography: Coal, nuclear, import, export, wind power, solar power, renewable, non-renewable</p> <p>Geographical skills and field work: Map, atlas, globe, continent, country, north, east, south, west, compass</p>	<p>Locational knowledge: Africa, Asia, Australasia, Oceania, environmental, human, physical, hills, mountains, rivers</p> <p>Place knowledge: Region, United Kingdom, North America, South America, Americas, continent, climate</p> <p>Human and Physical geography: Trade, import, fairtrade, export</p> <p>Geographical skills and field work: Map, atlas, globe, continent, country, north, east, south, west, compass</p>	

Long Term Planning

EYFS/KS1 3-year cycle

	Autumn		Spring		Summer 1	
	<i>History</i>	<i>Geography</i>	<i>History</i>	<i>Geography</i>	<i>History</i>	<i>Geography</i>
A 2022-2023	Toys from the past – timeline of toys	Toys around the world	Famous explorers through history	Jungles & Polar Regions	The Great Fire of London	London
B 2023-2024	Houses and Homes through time How the village has changed over time	Comparison between Great Asby and an African Village	Nurturing Nurses	Continents and oceans	War and Remembrance (WWI)	Beside the seaside
C 2024-2025	Travel and Transport including space travel	Transport throughout the world, how to transport to places over the world	Kings and Queens	British Isles	Dinosaurs	Mapping our school and local area

KS2
4-year cycle

	Autumn		Spring		Summer	
	<i>History</i>	<i>Geography</i>	<i>History</i>	<i>Geography</i>	<i>History</i>	<i>Geography</i>
A 2022 - 2023	<i>Incredible Egyptians</i>		<i>Exploring South America & the Mayans</i>		<i>Crime and Punishment</i>	<i>Extreme Earth</i>
	Ancient Egyptians Israelites in Ancient Egypt	Desserts The River Nile - physical & human features Map & atlas work	Ancient Mayans	South America Map & atlas work	Roman, Anglo-Saxon and Tudor judicial systems. Dick Turpin and the different perceptions of his lifestyle. Victorian prison reform	Rivers, mountains, volcanoes, earthquakes and water cycle
B 2023 - 2024	<i>Brilliant Britain</i>		<i>Prehistoric Britain: Stone Age to Iron Age</i>		<i>Groovy Greeks!</i>	
	How Britain and the British people were affected by the events of WWII	Exploring the United Kingdom	Changes in Britain from the Stone Age to the Iron Age	Physical and human features – changes over time	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Investigating modern Greece
C 2024 - 2025	<i>A Look Around Modern Europe</i>		<i>The Roman Invaders</i>		<i>Vikings v Anglo-Saxons</i>	
	History of Europe	Countries of Europe – Physical and human features of modern Europe	The Roman Empire and its impact on Britain	Mapping the Roman Empire	Britains settlement be Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Exploring Scandinavia
D 2025 - 2026	<i>British Memorable Monarchs</i>		<i>Rainforests</i>		<i>Asby & Ghana</i>	
	A study of an aspect or theme in British history beyond 1066	British Empire through the ages	Use of the rainforests over time	Rainforests: Physical and human features Atlas and map work	A local history study: Asby parish Benin Culture: a non-European society that provides contrasts with British history	Exploring Africa Ghana – Ankoma project