



Rowsley Church of England Primary School

Geography Progression and Long Term Plan

"Life in all its fullness." John 10:10

At Rowsley C of E Primary School, we recognise that geography should develop a child's natural curiosity and fascination about the world, leading to a greater understanding of its places, its people and a greater awareness of their own place in it. It should help to provoke and provide answers to questions about both natural and human aspects of the world.

Intent

Our aim at Rowsley C of E Primary School is to inspire children's curiosity, interest and appreciation for the world that we live in. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. As geographers, pupils are exposed to a rich and balanced curriculum that provides them with new vocabulary and knowledge. As pupils progress through the school, they will develop an insight into the links between physical and human processes and how landscapes and environments have changed and continue to change. As the national curriculum states, 'teaching should 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.'

Implementation

Our curriculum is intended to give children in depth knowledge, which they can keep building on each year. Teachers understand the key knowledge and skills of each topic and consideration has been given to ensure progression throughout each year group across the school. Children are given access to a range of resources to develop learning through atlases, digital technology, books and photographs. Through our geography curriculum children have opportunities to investigate and interpret a range of geographical locations in Britain and across the wider world. We encourage children to become geographers through collecting, analysing and communicating through discussion our findings. Where possible we ensure cross-curricular links with maths and literacy. Geography provides excellent opportunities to support all learning abilities through investigations, outdoor learning and analysing data. We are incredibly fortunate to have a vast amount of outdoor space, including the Green Zone, to allow children to be hands on with the environment.

Impact

Our geography curriculum offers high quality and well planned lessons, which encourage progression. Geographical questioning helps pupils to gain a coherent knowledge and understanding of the world and its people. Alongside learning challenge questions, through offering a wide range of terminology we are able to use this new knowledge to help with our assessment of topic understanding and also helps us identify areas in which we need to encourage deeper learning. In order to ensure our aims have been met, we scrutinise topics through: assessing children's understanding of topic linked vocabulary before and after the unit is taught, interviewing the pupils about their learning (pupil voice), moderation where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work and sharing good practice in staff meetings

EYFS ELG:	KS1	KS2
<p>UW: Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>UW: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>UW: 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.</p> <p>UW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of</p>	<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 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>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 skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<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 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). <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 sixfigure 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.

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Early Years Framework

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

	KS1	LKS2	UKS2
Locational Knowledge W o r l d	<p>Children use maps to explore the world and its continents and oceans, starting with the Pangaea.</p> <p><i>Links: Dinosaurs, Mary Anning and books from around the world</i></p>	<p>Children are introduced to the world's mapping system including equator, longitude and latitude, north and south hemisphere and the Arctic and Antarctic circle & Tropics.</p> <p>Children use atlases and maps to locate countries of the world outlined within the long-term plans above.</p> <p><i>Links: Ancient Greeks, Ancient Egyptians, Romans, Scots, Anglo-Saxons & Vikings</i></p>	<p>Children gain a greater understanding of the importance of longitude and latitude, equator and tropics of cancer and Capricorn.</p> <p>Children use atlases and digital maps to locate countries of the world outlined within the long-term plans above. Children concentrating environmental regions and major cities/ states</p> <p><i>Links:Frozen , Mexico, China, Survival of the fittest</i></p>

	U n i t e d K i n g d o m	<p>Children will name and locate the four countries of the United Kingdom and its major cities and surrounding seas.</p> <p><i>Links: Pirates, Princesses & Knights</i></p>	<p>Children will name and locate some counties of the United Kingdom 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.</p> <p><i>Links: Iron Age to Stone, Romans, Anglo-Saxon and study of the locality (Peak District)</i></p>	<p>Children name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time</p> <p><i>Links: WW2, Boggle Hole/Manchester residentials</i></p>
Place Knowledge	<p>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 (Kenya & India)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Peak District) and a region in a European country (Greece & USA)</p>	<p>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 (China & Mexico)</p> <p>Links: Fairtrade, Farming</p> <p><i>In an English country garden</i></p>	
Physical Geography	Weather	<p>Using vocabulary linked to weather types and season</p> <p><i>Links: Space, books set in different countries with different weathers and different times of year</i></p>	<p>Difference between weather and climate</p> <p><i>Links: position in relation to equator</i></p>	<p>Difference between weather and climate</p> <p>Climate change</p> <p><i>Links: pollution, gases, global warming, extreme weather</i></p> <p><i>Frozen & in an English Country Garden</i></p>

	Terrain	<p>Using vocabulary such as: soil, vegetation, forest, woods</p> <p><i>Links: Story settings and physical observations when outside the classroom and during forest schools education</i></p>		<p>Relationship between climate and vegetation belt, defining and identifying different biomes</p> <p>Deforestation</p> <p><i>Links: deforestation and climate change, science-plants, animals and habitats</i></p> <p><i>Frozen</i></p>
	Landscapes	<p>Using vocabulary such as: flat, high, hills, mountains</p> <p><i>Links: Story settings and physical observations when outside the classroom and during forest schools education</i></p>	<p>Identifying mountains and mountain ranges.</p> <p>Labeling features of a mountain. How contours are used to represent height of land above sea level.</p> <p>Formation of volcanoes. Tectonic plates</p>	<p>Effect of tourism (Arctic, China & Galapagos Island) on landscapes</p> <p><i>Links; Population and pollution</i></p>
	Water	<p>Using vocabulary such as: Ocean, sea, river, coast, cliffs</p> <p><i>Links: Story settings and physical observations when outside the classroom and during forest schools education</i></p>	<p>Introducing water as a natural and finite resource through oceans and the water cycle, build an understanding of a river system sorting from a high source and then labeling key features of system. Begin to explore river uses.</p> <p><i>Links: mountains, capital cities and historic use of rivers for settlement, agriculture and trade,. Science links to marine food chains and habitats.</i></p>	<p>The use of rivers for tourism and leisure activities. An understanding of the impact of erosion on coastlines.</p> <p><i>Links: Boggle Hole, global warming. Science links to marine food chains and habitats, counties, damming of the Yangtze River</i></p>

Human Geography	Settlement and Land use	<p>Children begin to recognise that parts of their environment are man-made and would not exist naturally</p> <p>Using vocabulary such as: city, town, village, factory, farm, house, office, port, harbour, shop</p> <p><i>Links: Story settings and physical observations when outside the classroom and during forest schools education.</i></p>	<p>Children look at land use within the Peak District and begin to make links to trade and population. They will begin to understand why people may choose to live in an urban or rural setting. They will also have opportunities to compare and contrast with settings outside of the UK.</p> <p><i>Links: Sketching maps to show land use and interpreting map keys. Settlements of historical invaders and early civilisations.</i></p>	<p>Children will explore the relationship between land use, growing population and its impact on the environment/levels of pollution. There may be opportunities to look at relationships between country wealth and land use (including quality of), saturation of schools in poorer communities. Global land use and trade. They will also have to opportunity to compare and contrast with settings outside of the UK (Mexico & UK)</p> <p><i>Links: Wealth of countries, human rights, our area, population, trade and economic activity. Manchester residential.</i></p> <p><i>In an English Country Garden, La Cucaracha</i></p>
	Economics	<p>Buying and selling and the use of money. Chance to introduce different currencies.</p> <p><i>Links: School fundraising and cake sales, looking at different currencies if children have visited different countries on holiday. School fruit and where in the world it comes from.</i></p>	<p>Children will look at trade through a historical lens of what settlers need and what natural resources our country has. They will learn the importance of food and water conservation. They will begin to look at simple global trade links in relation to food and food miles.</p> <p>The effects of tourism on the Peak District and the Attic Peninsula in Greece.</p> <p><i>Links: Trade throughout history, where our food comes from, looking at labels for clothes and where they are made. Different countries and their natural resources.</i></p>	<p>Children will explore fair trade and its importance. There is an opportunity to explore how trade has changed throughout history.</p> <p>Tourism and the effect on people and the land (China, Mexico)</p> <p><i>Links: Travel and tourism. Land use (i.e. agriculture). DT cooking.</i></p> <p><i>Fair trade - In an English Country Garden</i></p>

<p>Geographical Skills and Fieldwork</p>	<p>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</p> <p>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</p> <p>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</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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 and plans</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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.</p>
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EYFS

UTW People Culture and Communities ELG:

Children at the expected level of development will:

- 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.

UTW The Natural World ELG

Children at the expected level of development will:

- 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Seasons	Fairy Tales	People Who Help Us	Animals (Farms)	Travel

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Infants						
Cycle 1	Enchanted Woodlands N/A	Africa - Kenya Place knowledge, Human and Physical-weather Skills and Fieldwork	Frozen Human and Physical- Water & Weather	Superheroes N/A	Princesses and Knights Human and Physical- Terrain, landscapes and water	Rainforest Human and Physical - Weather Skills and Fieldwork
Cycle 2	Rainbows and Raindrops Human and Physical- Weather Skills and Fieldwork	Space Skills and Fieldwork	Paws Claws and Whiskers N/A	Golden Age of Piracy Human and Physical - Water Skills and Fieldwork Locational knowledge	Our Capital City Human and Physical- Terrain & Landscapes Skills and Fieldwork Locational knowledge- World	Rowsley Ramblers/Minibeasts Place knowledge, Skills and Fieldwork- Locational knowledge Human and Physical

Year 3/4						
Cycle 1	Invasion! (Anglo-Saxons & Vikings) Locational knowledge- United Kingdom Skills and Fieldwork	Potion Commotion	Mountains Locational knowledge Skills and Fieldwork	Peak District Locational knowledge- United Kingdom Skills and Fieldwork	Ancient Egypt	Deep Blue Sea Human and Physical - Water Locational knowledge
Cycle 2	Chomp, Chomp, Gurgle, Gurgle Locational knowledge Skills and Fieldwork Human and Physical	Romans	Star-Spangled Banner Locational knowledge Skills and Fieldwork	Stone Age to Iron Age Locational knowledge- United Kingdom Skills and Fieldwork	It's All Greek to Me Place Knowledge Skills and Fieldwork	Predators and Prey
Years 5/6						
Cycle 1	Keep it under your hat (WW2)/Tudors Locational knowledge	The Alchemist Human and Physical Skills and Fieldwork	Have a heart!	Dragon People Skills and Fieldwork Human and Physical - landscapes, terrain, water, settlement Place Knowledge	It crawled out from under a rock	Can you dig it? Locational knowledge Human and Physical- land use Manchester residential Skills and Fieldwork
Cycle 2	Survival of the Fittest Locational knowledge- World Skills and Fieldwork	Frozen Kingdom/Let it Snow! Locational knowledge- World Human and Physical- weather, terrain, landscapes, economics Skills and Fieldwork	Space/One Small Step Earth and space	Ring a Ring 'o Roses	La Cucaracha! Place Knowledge Locational knowledge- World & UK Human and Physical	Life is a Rollercoaster Boggle Hole Skills and Fieldwork Human and Physical - water

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle 1	Enchanted Woodland N/A	Africa/Our Planet Place knowledge:	Frozen Human and physical:	Superheroes N/A	Princesses & Knights Human and physical: To	Rainforests Human and physical: Identify the location of

		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small contrasting area in a non-European country.</p> <p>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.</p> <p>Human and physical: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To name and locate the world's seven continents and five oceans</p> <p>To know that Kenya is hot</p> <p>To know that UK has 4 seasons and can be</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p> <p>To know where the Arctic Circle is</p> <p>To know some countries within the Arctic Circle To know how some</p> <p>Animals have adapted to their surroundings (camouflage)</p> <p>To know that the Arctic is cold</p> <p>To know some physical features of the Arctic</p> <p>Arctic circle camouflage climate equator iceberg sea ice glacier North and South Pole</p> <p>Teacher made assessment</p>		<p>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</p> <p>To know why castles were built on hills</p> <p>To know what physical features made it easier to defend castles</p> <p>defend hill forest cliff moat</p> <p>Teacher made assessment</p>	<p>hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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> <p>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.</p> <p>To know what a rainforest is</p> <p>To know where the rainforests are located in relation to the equator</p> <p>To know what it is like in a rainforest</p> <p>equator river cities hot humid atlas</p> <p>Teacher made assessment</p>
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		<p>hot and cold.</p> <p>Asia Africa North/South America Antarctica Europe Oceania seasons climate equator</p> <p>Teacher made assessment</p>				
EYFS/KS1 Cycle 2	<p>Raindrops and rainbows</p> <p>Human and physical: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p> <p>Skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as</p>	<p>Space</p> <p>Skills and fieldwork: 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.</p> <p>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.</p> <p>To know the four points of a compass</p> <p>To use NSEW directions to describe and follow routes & to use a map to locate</p>	<p>Paws, claws and whiskers N/A</p>	<p>Golden Age or Piracy & Queen Elizabeth (Haddon Hall)</p> <p>Human and physical: Use basic geographical vocabulary to refer to key human features including, city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>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.</p> <p>Use aerial photographs and</p>	<p>Our Capital City</p> <p>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.</p> <p>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</p> <p>To know the 4 points on a compass</p> <p>To direct people around London using these 4 points</p> <p>North East South West map compass United Kingdom</p>	<p>Rowsley Ramblers/Minibeasts</p> <p>Locational: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Place: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small contrasting</p> <p>Skills and fieldwork: 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</p> <p>Use aerial photographs</p>

	<p>the countries, continents and oceans studied at this key stage.</p> <p>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</p> <p>To understand what the weather is like in our country</p> <p>To understand the different seasons in a year.</p> <p>To understand the dangers of weather</p> <p>To know who Sir Francis Beaufort is and what he invented (History link)</p> <p>climate rain wind storm extreme weather sunny Autumn Spring Summer Winter birds eye view</p> <p>Teacher made assessment</p>	<p>Rowsley, our school, Peak Village, the church etc</p> <p>North East South West position compass directions maps</p> <p>Teacher made assessment</p>		<p>plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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</p> <p>To name and locate the 5 oceans</p> <p>To name and locate the 7 continents</p> <p>To be able to explain what a seaside is like and name some human and physical features</p> <p>Asia Europe North & South America Antarctica Africa Australia Atlantic Ocean Southern</p>	<p>Teacher made assessment</p>	<p>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</p> <p>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 (Counting cars going through Rowsley)</p> <p>To know where Rowsley is on a map</p> <p>To name some physical and human features of Rowsley</p> <p>River roads woodland village</p> <p>Teacher made assessment</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Y3/4 Cycle
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Mountains

Locational: 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.

Locational: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere

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

Place: physical geography, including:...mountains.

Place: physical geography, including the

Peak District

Locational: 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: types of settlement and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.

Skills and fieldwork:
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.

Skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Fieldwork and Skills:
Use fieldwork to observe, measure, record and present the human and

Deep Blue Sea

Locational: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Fieldwork and Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key knowledge:
Name and locate all the oceans.

Name the bodies of water surrounding the UK.

Explain what it means when Britain is described as 'an island nation'.

Explain how latitude and longitude are used to describe a location.

Locate on a world map or globe the tropics of Cancer and Capricorn and the Arctic and Antarctic circles.

Assessment: Teacher made assessment

ocean, sea, North Sea, Irish Sea, English Channel, latitude, longitude, equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Northern Hemisphere,

			<p>water cycle</p> <p>Key knowledge: Name the highest peak in the UK and know where it is located.</p> <p>Locate on a map of Europe/Asia the following: UK, Ireland, France, Spain, Italy, Germany, Poland, Norway, Sweden, Finland, Russia.</p> <p>Name and locate all the continents.</p> <p>Decide based on its location on a map/globe whether a country is in the northern or southern hemisphere.</p> <p>Explain different ways a mountain range can be formed.</p> <p>Name some of the world's largest mountain ranges e.g. Himalayas, Andes.</p> <p>Know Mount Everest is the world's tallest mountain.</p> <p>Know the 8 point compass.</p> <p>Assessment: Teacher made assessment</p> <p>Contour, summit,</p>	<p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Key knowledge: Locate on a map of the UK Edinburgh, Cardiff, Belfast, London, Derbyshire, Yorkshire, Cornwall, Lincolnshire</p> <p>Explain that the majority of land in the Peak District is grass/rough grazing ground and why.</p> <p>Name rivers that run through the Derbyshire Dales (Derwent, Wye) and the capital cities of the UK (Thames, Lagan, Taff, Water of Leith)</p> <p>Understand the words source and mouth in relation to a river.</p> <p>Assessment: Teacher made assessment</p> <p>Land use, grazing land, farmland, moorland, gritstone edge, tourism, leisure, source, mouth, water cycle, bank, river bed, groundwater, urban, rural, sparse, dense.</p>		<p>Southern Hemisphere, island nation, wind turbine, oil, gas, natural defence.</p> <p>5x ocean names</p> <p>7x continent names</p>
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			<p>treeline, base, plateau, face, snowline, mountain range, Ordnance Survey, key, symbol.</p> <p>8x compass point names</p>			
Y3/4 Cycle 2	<p>Volcanoes and Earthquakes</p> <p>Locational: 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.</p> <p>Place: physical geography, including... volcanoes and earthquakes.</p> <p>Fieldwork and Skills: Use</p>		<p>Star-Spangled Banner</p> <p>Locational: 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.</p> <p>Place: 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> <p>Human and Physical: types of settlement and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.</p>		<p>It's All Greek to me</p> <p>Place: 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> <p>Key knowledge: Explain the meaning of the word peninsula.</p> <p>Know that both the Peak District and Attic peninsula attract large numbers of tourists and why.</p> <p>Assessment: Teacher made assessment</p> <p>Peninsula, tourist,</p>	

<p>maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Explain the structure of a volcano.</p> <p>Know that volcanoes mainly form on the boundaries of tectonic plates.</p> <p>Locate on a map of Europe/Asia the following: UK, Ireland, France, Spain, Italy, Germany, Poland, Norway, Sweden, Finland, Russia.</p> <p>Know Rome is the capital of Italy.</p> <p>Assessment: Teacher made assessment</p>			<p><i>Specifically: land use in the USA, exports and imports</i></p> <p>Locational: Identify the position and significance of latitude, longitude...the Prime/Greenwich Meridian and time zones. <i>Specifically: the need for US time zones.</i></p> <p>Skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skills and fieldwork: 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 wider world.</p> <p>Locate the USA, including Alaska and Hawaii, on a world map as well as Mexico and Canada.</p> <p>Know that the USA comprises 50 states.</p> <p>Draw an 8 point compass. Use the 8 point compass to describe one state's location in comparison to</p>		<p>tourism, trade, coastal, inland, landscape, climate, mediterranean.</p>	
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	<p>Volcano, conduit, crater, ash cloud, magma chamber, lava, geothermal, tectonic plate, earthquake, epicentre, seismic, tourism.</p>		<p>another.</p> <p>Explain that the USA is split into 5 climate zones and how this affects life and land use in these areas.</p> <p>Explain how longitude affects time zones.</p> <p>Assessment: Teacher made assessment</p> <p>Climate zone, tropical, temperate, dry, polar, continental, timezone, state, land use, trade, urban, rural, sparse, dense, population.</p>			
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<p>Y5/6 Cycle 1</p>		<p>The Alchemist Human and Physical: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Skills and Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Fieldwork and Skills: 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.</p> <p>To understand how to use a 6 figure/4 figure ordnance survey map</p> <p>To understand ordnance survey map symbols</p>		<p>Dragon people Human and Physical: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Place: 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> <p>Skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To know what the effects are of desertification on China</p> <p>To know the positive and negative impacts of tourism on China</p> <p>To know some physical and human features of China</p> <p>Farming, tourism, dams, desertification, vegetation, environmental, physical, human, settlement Assessment: Teacher made assessment</p>		<p>Can you dig it? Locational: 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.</p> <p>Human and Physical: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To know what trade is and can give a relevant example of the supply chain</p> <p>To know the impact of growth of the global economy (e.g. transport, manufacturing advances etc)</p> <p>To know the concept of fair trade</p> <p>To know agricultural impacts across the globe including locally</p>
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		<p>To navigate around Google Maps</p> <p>Identifying contours on a map.</p> <p>ordinance, navigate, contours, coordinates, scale, key, grid reference</p> <p>Assessment: Teacher made assessment</p>				<p>Farming, Fair trade, global economy, trade, land-use, physical, environmental, human</p>
Y5/6 Cycle 2	<p>Survival of the Fittest</p> <p>Locational: 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> <p>Skills and fieldwork: Use the eight points of a compass, four and</p>	<p>Frozen Kingdom</p> <p>Locational: 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> <p>Human and Physical: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Relationship</p>			<p>La Cucaracha!</p> <p>Locational: 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.</p> <p>Human and Physical</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	

	<p>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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To know what longitude and latitude and to identify these on a map</p> <p>To know where the the tropic of Capricorn and the Tropic of Cancer are</p> <p>To know the environmental impacts of humans on islands</p> <p>To know the impacts of</p>	<p>between climate and vegetation belt, defining and identifying different biomes</p> <p>Skills and fieldwork: 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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To know where the Northern and Southern hemisphere are</p> <p>To know the global impact on tourism on the polar ice caps.</p> <p>To know what global warming is</p> <p>To know the biomes of the world</p> <p>To know the impact of global warming on</p>			<p>earthquakes, and the water cycle</p> <p>Place: 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> <p>To compare Mexico and UK - biomes, vegetation, people, culture, population</p> <p>Transition - built on Frozen Kingdom: Climate, biomes, vegetation, average, temperatures, population, temperate, tropical, comparing and contrasting vocab, Fairtrade</p> <p>Assessment: Teacher made assessment</p>	
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	<p>tourism on island life</p> <p>Tropic of Capricorn and the Tropic of Cancer, longitude and latitude, tourism, carbon footprint, tourism, impact</p>	<p>the world's vegetation belts</p> <p>To know the climate zones of each biome</p> <p>To identify the human and physical features of the different biomes</p> <p>To identify the plants and animals that can survive in each biome</p> <p>Northern and Southern hemisphere, global warming, carbon footprint, ice caps, vegetation belt, climate, global warming, ecosystem, biodiversity, biome - aquatic/ desert/ forest/grassland/tundra, deforestation, pollution</p> <p>Assessment: Teacher made assessment</p>				
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Christian Values in Geography

Love	Compassion	Respect	Faith	Belonging
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<p>Creating – Using geography skills without fear of right or wrong- We aim for our pupils to LOVE their geography and enjoy geography and understand the world around us</p>	<p>Inspiration - Looking to others to help us improve and help others.</p>	<p>Respect – Respecting and celebrating both our work and that of our peers. Respecting the community that we live in.</p>	<p>Persevering – Keep trying and practicing to perfect skills in all areas of geography and design. No skill is achievable instantly.</p>	<p>Teamwork – Working together to develop geography skills.</p>
<p>Imagination – look at things in unusual ways.</p>	<p>Generalisation - Spotting patterns and adapting them to develop geography skills.</p>	<p>Open mindedness – Being open to appreciating the work of others and the similarities and differences in techniques.</p>	<p>Making mistakes – Enjoy things that go wrong and learn from them.</p>	<p>Community links – participate in local events to support and showcase geography projects.</p>
<p>Cross curricular links – using geography to support learning in other curriculum areas.</p>	<p>Compassion – Understanding that we all have our own experiences, talents and opinions when it comes to geography.</p>	<p>Tolerance – Understanding and respect for others.</p>	<p>Self-confidence – Mastering and celebrating a geography skill, by showcasing work increases your self-belief and growth mind-set.</p>	<p>Expanding horizons – developing appreciation and understanding of other cultures.</p>

SMSC in Geography

<p>Spiritual Development</p>	<p>Children: Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer’s work. Pupils understand that geography can require endurance. Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of ‘awe’ and ‘wonder’ in their own and other’s artwork. Develop geography appreciation – through theme, style and resources Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in geography often by making mistakes that learning begins. Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or collaboratively on a project. Ask questions, offer ideas and make connections Display creativity and imagination in developing a design – our pupils are encouraged to take risks and use their imagination when creating their art. Review what they and others have done and say what they might change in their current work or develop in their future work.</p>
<p>Moral Development</p>	<p>Children: They incorporate mutual respect and consideration for others’ work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another’s self-belief. Show an interest in investigating and offering reasoned views about moral and ethical issues.</p>
<p>Social Development</p>	<p>Children: Work cooperatively with partners and in a structured and unstructured groups to produce meaningful pieces of fieldwork. Participate in geography experiences such as a visit from Chatsworth Estate. Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence Demonstrate leadership skills by acting as an “geography expert” in class Investigate the possibilities of a range of materials and processes</p>
<p>Cultural Development</p>	<p>Engage with a range of images and artefacts from different contexts, e.g. religious artifacts, sculptures, images and art from different cultures i.e. China, Romans, Greeks and to recognise the varied characteristics of different cultures and using them to inform their creating and making. –such as Rangoli patterns and Mendi from the Hindu religion, African art, Aboriginal art patterns</p> <p>Understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts. Will investigate visual, tactile and other sensory qualities of their own and others work., e.g. Students will develop their knowledge and understanding of artists ideas and concepts identifying how meanings are conveyed.</p>

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British Values

At the Peak Tor Federation we recognise that our Geography curriculum plays an important role in promoting British Values. We have planned our curriculum to ensure that through Geography our pupils can learn about their community and extended community. Children will therefore leave Rowsley C of E Primary School ready to become a good citizen in society.

Tolerance is promoted through listening to each other's ideas, creative responses and understanding of different cultures and styles within geography. Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.

We teach **democracy** by being aware and considering the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects.

Rule of law- We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following this rules.

Mutual respect & tolerance – Pupils are taught to show respect for other opinions and works of art.

Individual Liberty - Pupils are given a chance to show their individuality through our projects.

Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources.

Peer-assessment is embedded in our Geography curriculum which encourages pupils to support each other.

