To inspire confident learners who will thrive in a changing world.

Geography

Intent of study at Swinford School

At Swinford school we deliver a high-quality geography education that inspires pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our curriculum is designed to teach them about places near to where they live, go to school and those far away. We want to 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. We are careful that the information and resources we use accurately portrays the places we study rather than reinforcing any stereotypes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

We use a variety of teaching and learning styles in our geography lessons. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, graphs, pictures, and aerial photographs as well as enabling them to use IT in geography lessons when relevant. We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which could include:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- using classroom assistants to support the work of individual children or groups of children.

Geography begins in the Early Years through the Knowledge and Understanding of the World aspect of the framework and continues to be taught in all Key Stages at Swinford through enquiry-based questions. Throughout the year, through their enquiry question, children will learn locational and place knowledge, aspects of human and physical geography as well as develop a range of geographical skills and fieldwork. Throughout their time at Swinford, children are encouraged to explore and investigate their locality, the United Kingdom and the world. Our curriculum has been designed to build on children's prior learning and personal experiences – to engage learners – and to widen their knowledge of the world outside of their immediate environment. Children are encouraged to appreciate how humans have used environment with both positive and negative effects and to educate themselves on how this will impact life in the future. In some year groups, children will take on projects to evoke change and educate others on human impact on the environment.

Geography is taught in a block of lessons over a half term. Each year group completes 3 block of geography lessons each year.

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. Teachers are encouraged to use the local environment in and around the school as a resource and to seek information on other useful sites, which may be visited.

Impact

Each child's book shows the geography learning that is happening in each year group. The learning is recorded in a variety of ways. Outcomes are monitored and there are opportunities for recall and recap of previous learning to ensure sound knowledge of key concepts is happening. Teachers intervene to address misconceptions.

Assessment

Assessment is ongoing throughout each geography topic through teacher observation and learning tasks. Children get the opportunity to share what they already know and key takeaways from each lesson are made clear for all the children and adults supporting in the classroom.

National Curriculum Coverage

Subject	KS1	KS 2	Ref	Pupils should be taught to/about...	Total	KS1 Yr A	KS1 Yr B	LKS2 Yr A	LKS2 Yr B	UKS2 Yr A	UKS2 Yr B
Geography	KS1		GE1	Locational Knowledge- name and locate the world's seven continents and five oceans	2	1	1				
Geography	KS1		GE2	Locational Knowledge- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	1	1					
Geography	KS1		GE3	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	1	1					
Geography	KS1		GE4	Human and physical Geography- identify seasonal and daily weather patterns in the United Kingdom and the location of the poles hot and cold areas of the world in relation to the Equator and the North and South Poles	2	1	1				

Geography	KS1		GE5	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	2	1	1				
Geography	KS1		GE6	Geographical Skills & fieldwork- (GSF)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	3	2	1				
Geography	KS1		GE7	GSF- use simple compass directions (North, South, East and West)	2	1	1				
Geography	KS1	KS2	GE8	GSF - use fieldwork and observational skills	3	1		1		1	
Geography	KS1	KS2	GE9	GSF- interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs	3	1	1		1		3
Geography		KS2	GE10	Locational Knowledge- locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	2			1		1	
Geography		KS2	GE11	Locational Knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time	2				1	1	
Geography		KS2	GE12	Locational Knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	2				1		1

				Prime/Greenwich Meridian and time zones (including day and night)							
Geography		KS2	GE13	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	3				1	1	1
Geography		KS2	GE14	Human and Physical Geography - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes	4			2	1		1
Geography		KS2	GE15	Human and Physical Geography- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	3			1	1	1	
Geography		KS2	GE16	Geographical skills & 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	4			1	1	1	1

We follow the NC objectives but study key settlements near our school including Swinford, Lutterworth and Leicester.

Long term coverage

EYFS

A1	A2	A3	A4	A5	A6

Where do we live?	Winter Wonderland		On Safari	Growing	Pirates

Year A				
	Autumn 1	Autumn 2	Spring 3	Summer 4
Year 1/2	Aspect: Human & Physical Focus : Castles in the UK-	Aspect: Locational Knowledge Focus: 7 continents and oceans	Aspect: Human and Physical Focus: Weather - hot and cold place	Aspect: Place Knowledge Focus: Local study – Swinford & **Fieldwork skills**
Year 3/4		Aspect: Place Knowledge Focus: North America	Aspect: Human and Physical Focus: Rivers – The River Nile	Aspect: Place Knowledge Focus: Local Study - Lutterworth **Fieldwork Skills**
Year 5/6		Aspect: Locational Knowledge Focus: UK study	Aspect: Human and Physical Focus: Population	Aspect: Place Knowledge Focus: Local study Leicester **Fieldwork Skills**

Year B				
	Autumn 1	Autumn 2	Spring 3	Summer 4
Year 1/2	Aspect: Place Knowledge Maps and plans- linked to Seaside holidays		Aspect: Locational Knowledge Focus: Continents and oceans	Aspect: Locational Knowledge Focus: Capital city of London.
Year 3/4		Aspect: Human & Physical Focus: Volcanoes, earthquakes, Mountains	Aspect: Locational Knowledge Focus: Hemispheres & Tropics	Aspect: Locational Knowledge Focus: Stratford upon Avon
		Aspect: Locational Knowledge	Aspect: Human and Physical	Aspect: Place Knowledge

Year 5/6		Focus: 80 to 100 degrees East Country study	Focus: Our changing world	Focus: South America Study Brazil - Amazon Rainforest

Locational Knowledge

Place Knowledge

Human and Physical

Geographical Skills & Fieldwork

Progression in skills

	KS1	LKS2	UKS2
Locational Knowledge	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children can: a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can: a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c 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; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can: a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
	A2 B3	**B3 B4**	**A2 B2**

Place Knowledge	Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
	A4 B1	**A2 A4**	**A4 B4**

Human and Physical Geography	Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. **KS1 Geography National Curriculum** Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: a 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; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. **KS2 Geography National Curriculum** Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. **KS2 Geography National Curriculum** Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b 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; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
	A1 A3	**A3 B2**	**A3 B3**

Geographical Skills and Fieldwork	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. **KS1 Geography National Curriculum** Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. **KS2 Geography National Curriculum** Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. **KS2 Geography National Curriculum** Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b 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; c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
	A4	**A4 B4**	**A4**

Key Takeaways

EYFS

A1	Where do we live? Our School	Know where we live. Discuss some features of our school. Explain the route used to move around our school.
A2	Winter Wonderland	Investigate countries which have a cold climate. Discuss similarities and differences between the North Pole and Swinford. Explore which animals live in the North Pole compared to animals we might see in Swinford.
A4	On Safari	Compare Swinford to Kenya. Discuss similarities and differences between Swinford and Kenya e.g. animals, weather, landscape, plants Explore who the Masai Tribe are. Know that the Masai Tribe live in Kenya. Investigate some of the traditions of the Masai Tribe.
A5	Growing	Investigate which plants grow in our school grounds. (fieldwork)
A6	Pirates	Compare Swinford to a Caribbean island. Discuss similarities and differences between the Caribbean and Swinford e.g. animals, weather, food.

Year 1 and 2

A1	Castles	Know and name some physical features of the landscape. Know why the landscape was important when building castles. Know and name the physical features (from lesson 1) and identify them in a map or aerial photograph. Know the difference between human/physical Know and name human features of a castle. Know how to use a key on a map.

		Know that the UK is made up of 4 countries.
A2	Continents and Oceans	There are 7 continents – Asia, Africa, North and South America, Europe, Antarctica and Australasia. There are 5 oceans – Pacific, Atlantic, Southern, Indian and Arctic
A3	Weather	Know and name the 7 continents Know that different continents have different weather climates Know that Antarctica is in the South Pole Know that a glacier is a physical feature Know the 4 compass directions North, South, East, West. Know where Oceania is on the globe Know that Oceania has a warm climate Know that Australia is part of Oceania continent Name some human features of Australia
A4	Local Study – Swinford	Name the four countries and capital cities of the UK. Know the differences between living in a village like Swinford and a city. Know what a settlement is – community of people Know the human and physical features in Swinford. Know how to locate places on a map. Know how to draw a map with human/physical features. Know how to read symbols and use a key on maps. Know how to use the 4 compass directions North, South, East, West. Know which compass direction to use to follow a route.
B1	Seasides - Hunstanton compared with non-European country	Know that seasides are located on the coast (edge) on a map. Name the typical features of a seaside – bay/cliff/ beach/cliff/coast/harbour/pier. Know what a human/physical feature means. Sort seaside features into human/physical. Recognise key landmarks on a map of the seaside Know how to draw landmarks on a map Represent the landmarks using symbols Know how to use a key on a map
B3	Journeys	Know Great Britain is an island Know that UK includes Great Britain and Northern Ireland Know where UK is on a world map/globe Know that UK has 4 regions - countries Know that a continent is a large solid area of land Know that the world is divided into 7 continents Know that UK is in Europe Know the world has 5 oceans Know that the different oceans have different climates/habitats Know that the oceans of the world are all connected Know that you use compass to show direction Know the difference between each of the 4 compass points Know that a compass can help you read a map and follow a route
B4	Bridges	Know some London landmarks Know the difference between human/physical features Name some huma/physical features of London Know how to read a map

		Know and name a famous bridge in London Know that bridges are human features Know how to use/read a key on a map.

Year 3 and 4

A2	North America	Know that the United States of America is divided up into 50 states and the capital city is Washington DC. Know that erosion is a physical process which wears away and transports materials. Erosion can change the physical features of a landscape. Know that both human factors (economic and social) and physical factors (climate, recourses) influence where people live. Know the climate of a USA state including when it is the hottest, coldest and wettest by using climate data. Know that factors such as floods and droughts can affect farming. Know that New York City is in the state of New York and that it has changed over the years (buildings, people, transport, technology).
A3	Rivers	Know that the source of a river is where it starts and the mouth is where the river meets the sea or a lake. A tributary is a smaller river which runs into a larger river and a meander is a bend in a river. Know that flooding can occur when the banks of a river overflow. Flooding can cause many effects such as loss of life, damage to buildings and loss of business. Know how to locate and identify square grids on an OS map using 4-figure grid references. Recognise some OS symbols. Know how the River Thames changes as it flows from the source to the mouth. Know that the source of the Thames is in Gloucestershire and it flows into the North Sea. Know that the River Nile was important to the Ancient Egyptians because it flooded and provided and fertile soils for growing crops. The river was used for transporting goods and the mud on the sides was used for building houses. Know that a waterfall is formed when the soft rock underneath is eroded away and carried downstream. The hard rock at the top remains leaving the river to drop over the top and into a plunge pool underneath.

A4	Local Study - Lutterworth	Know that Swinford school has had two extensions due to the increase in population in the village. The River Swift flows through the town of Lutterworth before joining the River Avon. Know that Lutterworth's boundary was largely defined by the Roman Watling Street and the river Swift. Know that Lutterworth's population has steadily increased over time along with the development of the town's shops, buildings and roads.
B2	Volcanoes and Earthquakes	Weather changes daily and it is the temperature and conditions for the day. Climate is the average weather condition of a place over a long period of time. An ecosystem is a system of plants and animals which are interconnected and working together. An ecosystem covering a large area of a continent is called a biome. The UK is in the temperate climate zone. Rivers flow downhill toward their mouth. The mouth of the river is where the river enters a lake or ocean. Rivers have many small streams (tributaries) which join together to form a main channel. V-shaped valleys form in the upper course of a river where there is a lot of downwards erosion. Earth has four layers: crust, mantle, outer core, inner core. Tectonic plates run through the Earth's surface. Earthquakes happen when Earth's plates move against each other. The two main ways to measure an earthquake are the Richter scale and the Mercalli scale. A mountain is part of the Earth's landscape with steep slopes that rise over 300m. Mountains can be a summit of at least 600m high. A group of mountains is called a 'range'. When mountain ranges are together, they make 'mountain chains'. The Earth's crust is broken up into large areas called tectonic plates. Volcanoes are formed from the lava and ash that has erupted through the Earth's crust. Volcanoes can be active, dormant or extinct.
B3	Arctic and Antarctica	The North Pole is located in the Arctic Circle. The South Pole is located in the Antarctic Circle. Antarctica is a continent with no countries. Antarctica has no daylight hours in the summer compared to the Arctic Circle, which has 24 hours of daylight. The Arctic and Antarctica are both in polar climate zones but have different animals and plants.

		The Arctic does more trade and has more tourists per year than Antarctica. There are some similarities and differences between the physical and human processes in the Arctic and Antarctica.
B4	Stratford upon Avon	Stratford upon Avon is located in Warwickshire. Stratford upon Avon's biggest income is tourism. Stratford has grown and changed over time. The Historic buildings, such as Shakespeare's birthplace, have become museums.

Year 5 and 6

A2	The UK	Know that the United Kingdom is made up of four countries; England (capital London), Scotland (capital Edinburgh), Wales (capital Cardiff) and Northern Ireland (capital Belfast). Know that topography is the study of the forms and features of land surfaces including mountains, hills, rivers and coasts. Identify areas in the UK and explain what type of farming takes place. Know that both human and physical features affect what is farmed. Know that UK cities grew after the Industrial revolution and due to the growth of the railway network, cars and the specialisation of industry. Know how a town (Blackpool) or city (Birmingham) in England has changed over time; such as transport, industry, size and architecture. Know what pull factors are (job opportunities, affordable living, environment, family, good schools and doctors). Know how these pull factors encourage people to migrate to the UK.
A3	Population	Know how many people live on the planet Know where people are distributed globally Know how the global population has changed in size and distribution Know why populations grow Know reasons why death rates and birth rates change Know how the UK's population has changed Know what a population pyramid is and why population pyramids are useful Describe how increased population density creates challenges Know why slums develop around rapidly growing cities Know how pollution can become a serious challenge Articulate what an ageing population is Know why an ageing population can present challenges

		Know the global inequality in access to food Know the challenges of food production and distribution Know population density in the UK Analyse maps, satellite images and photographs to explore population density Sort examples in order of population density
A4	Local Study - Leicester	Know that Leicester became a city in 1919. Know that Leicester's population grew rapidly during the 20th century. The city of Leicester has grown with theatres, shops, community groups and hospitals. Know that Leicester's landscape is a mix of buildings and green spaces.
B2	Latitudinal knowledge	The Southern Hemisphere is above the equator and the Northern Hemisphere is below the equator. Latitude is invisible lines across (east to west) the Earth and are the same distance apart. Longitude is invisible lines going down (North to South) the Earth and are not an equal distance apart. Earth has 24 different time zones. Day and night happens because of the movement of the Earth.
B3	Our changing world – Coasts and environmental changes	To know that coastlines are formed from physical processes of weathering. To know that countries border change for range of reasons. To know that the borders of European countries have changed in the last 50 years. That human and physical factors affect how landscapes change. That plastics are used around the world, but many of them are not biodegradable and end up in our oceans. If we change now, we can bring about positive effects on our oceans.
B4	Amazon Rainforest	The Amazon Rainforest is located in South America, mainly across Brazil. The Amazon Rainforest has 4 layers; forest floor, canopy, understory and emergent layer. Different animals live in different layers of the rainforest. One tribe who live in the Amazon Rainforest is the Awa tribe. Some Fairtrade products come from the Amazon Rainforest.

SEND

We need to be ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' for every subject. Yes, we should take into consideration their barriers to learning but we shouldn't let these limit their opportunities - just because they find reading difficult, it doesn't mean that they won't be able to interpret Ancient Egyptian hieroglyphics or read a map.

Strategies to scaffold Learning

How can I support learners who struggle to access lessons because of literacy difficulties?

• Provide visual aids to enable learners to identify diverse places, people, resources and natural and human environments.

• Provide a word and/or picture bank for the learner to refer to during guided and independent activities.

• Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.

How can I support learners who struggle to retain vocabulary?

• Learners will hear and use a range of specific vocabulary including climate, Autumn, features, sea, lake, structure and earth. Discuss and display any key vocabulary together with its meaning. Practise saying them together.

• Provide visual word banks that are accessible to the learners.

• Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.

How can I support learners who may become overwhelmed with all the new information?

• Spend time with these children.

• Discuss what they do understand and explain any language, facts or ideas they are finding challenging.

How can I support learners who struggle with attention?

• Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.

• Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.

• Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an artist they are

learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes.

• Giving time for learners to look back through their previous Geography work to make connections to what they already know, which in turn can help nurture motivation.

• Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation.

• All learners should routinely clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.

How can I support learners who need additional time to develop conceptual understanding?

• Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.

• Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.

• Showing outcomes from the previous lesson's work can be a useful memory aid.

• Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks

Resources

We use a range of high-quality resources to inspire and engage the children. These include videos, photographs and maps including Google Earth.

Across the school, we also use:

- National Oak Academy
- BBC Teach
- Twinkl
- TES
- Google Maps
- Ordnance Survey Map Skills
- National Geographic