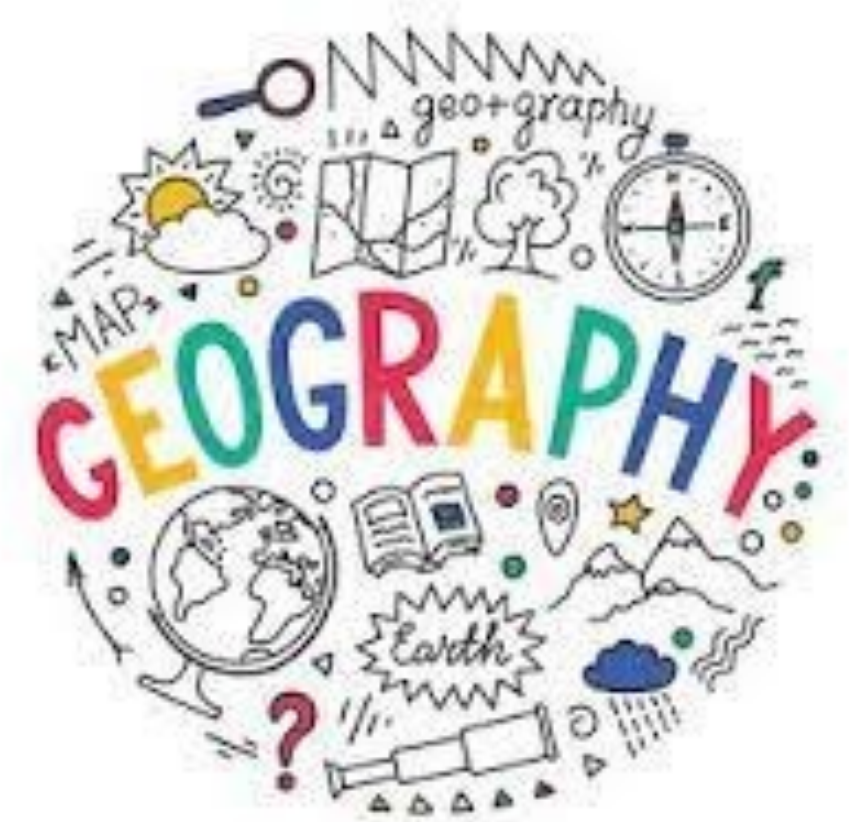
Brockton C.E Primary School



Brockton C.E. Primary School

Connected Geography: Progression of Key Skills

By the end of :

EYFS Three- and Four-Year-Olds:	**EYFS Reception:**
Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG: People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	

Geography Key Skills :

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. The Natural World: 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.

KS1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	KS2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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Connected Geography: Progression of Key Skills

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Brockton, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of 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 whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

Impact

By the time pupils leave Brockton school they will: Have an excellent knowledge of where places are and what they are like. Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. Have an extensive base of geographical knowledge and vocabulary. Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques. Have the ability to reach clear conclusions and develop reasoned arguments to explain findings. Have significant levels of originality, imagination or creativity as shown in interpretations and representations of subject matter. Have highly developed and frequently utilised fieldwork and other geographical skills and techniques. Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there. Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Geography Knowledge Progression

Themes	Class 1 Nursery/Key Stage 1	Class 2 Years 2 and 3	Class 3 Years 4, 5 and 6
United Kingdom	**Amazing Me!** **What is the geography of where I live?** This enquiry introduces the children to what geography is all about. The children are encouraged to distinguish between geographical features that are essentially 'human' in origin and those physical features that are natural or at least semi-natural. Reflecting on whether anything on Earth today can be considered truly 'natural'. Pupils are able to use GIS (Geographical Information System) data on *Google Earth* and *Digi-Map* together with their own local fieldwork recording and interpretation to consolidate their understanding of key concepts such as **location**, **distribution** and **change**	**Stone Age to the Iron Age** **How and why is my local environment changing?** The concept of change can be developed and illustrated through the familiar surroundings of the pupil's school and grounds and its immediate local area. It is important to establish and build an understanding amongst the pupils of changes that occur in environments as a consequence of natural events (quite often natural disasters of one kind or another) over which people have little or no control, and changes that people choose to make as a means of improving the quality of life. Similarly, spatial changes over time to the settlement in which the school is situated can be investigated through digital mapping programmes, fieldwork observation and recording using baseline maps at a variety of scales. This enquiry enables pupils to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.	**National Parks** **Who are Britain's National Parks for?** National Parks are an extremely significant element of both the physical and human geography of the United Kingdom. As well as covering over 7 per cent of the land area and including some of the United Kingdom's most scenic and wild places, they are also a tangible manifestation of the cultural importance that British society attaches to the outdoors, countryside and open spaces. Investigating why the United Kingdom has National Parks, their special qualities and how they are managed is a relevant and meaningful aspect of geography for young people to be engaging with. Pupils identify the location and distribution of the 15 National Parks in the United Kingdom and understand the rationale that underpins them – to protect and conserve the country's most scenic and beautiful landscapes, important wildlife and associated cultural heritage, to actively encourage visits and interaction with people and to ensure, in the long term, the sustainability of the 440 000 people who live and work within them. **Rivers -What is a river?** To help pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. For example, from regular news reports and perhaps even direct experience of river floods in their own community. The enquiry begins by establishing the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. Time is also devoted to exploring rivers, in particular their estuaries as important ecosystems and habitats for a wide range of living things. They are then introduced to examples of the many ways in which humans interact with rivers and exploit them economically as a resource, especially as ports for trade.
Water and the Water Cycle	**Splash!** **What is the Why do we love being beside the seaside so much?** This enquiry is to enables children, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through the investigation they become able to distinguish between common coastal land uses and those that frequently occur in rural or urban environments. The children can come to understand that the seaside is only one example of the many different places around the world, where the land meets the sea.		**Rivers** **What is a river?**

Geography Knowledge Progression

Themes	Class 1 Nursery/Key Stage 1	Class 2 Years 2 and 3	Class 3 Years 4, 5 and 6
Weather and Climate	**Light and Dark** **How does the weather affect our lives?** This enquiry provides an opportunity for pupils to understand the concept of **weather** and to form a solid foundation for studying **climate** in different contexts. From local weather recordings, presentation and interpretation the pupils can expand their investigations of weather to identify and explain the distribution of hot and cold places in the world. In addition they are able to consider the concept of **seasonality** in weather. This investigation also provides an opportunity to study in detail the weather conditions in two specific places (Sahara Desert and Antarctica). Consequently, this enables the pupils to understand the concept of **desert** and the nature of extreme environments and what might drive humans, such as Captain Scott to conquer them. **Hot and Cold** **Why don't penguins need to fly?** This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage. It enables them to understand the importance of location in relation to the Equator and poles in determining weather and climate, which in turn have such an influence on shaping the natural geographical features of environments. Pupils will come to understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places – the more extreme the environment, the more specialised the adaptation. By comparing a number of environments, pupils are able to identify and describe similarities and differences between places in the world and offer reasons for why such differences exist. The fundamental geographical concepts of place, space, location, distribution, scale and environmental interaction underpin the enquiry.	**Africa - Main Focus** **Why are jungles so wet and deserts so dry?** This enquiry builds on and extends the pupils' understanding of the concept of weather. Throughout the enquiry, pupils are encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth they investigate this relationship at a number of scales. Pupils apply a wide range of geographical and computer skills throughout the enquiry to enable them to better understand the relationship between climate and living things and also to introduce them to the concept of biomes. Towards the end of the enquiry the pupils are able to develop their understanding of how climate is the main factor determining the distribution of biomes on Earth through the study of two biomes in depth. **Chocolate - Main Focus** **Beyond the Magic Kingdom: what is the Sunshine State really like?** The pupils gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. Some may even have direct experience of visiting Florida and the *Magic Kingdom*. The objective of the investigation is to take the pupils beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography. Pupils gain an understanding of the significance of climate, natural hazards, aerospace technology and the conservation of the environment and living things in the lives of residents	**The Greeks** **How is climate change affecting the world?** This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Through the experiences of these individuals and communities, pupils are able to reflect upon how changes to normal and usual weather conditions can have to serious implications for these people. They are also able to appreciate that, generally speaking, the poorer the people and communities are that experience changes in weather patterns, the more serious the impact often is. From these specific case studies the pupils are encouraged to look at the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term. The enquiry culminates in pupils understanding the action that is being taken during this century across the world to reduce fossil fuel consumption (and therefore carbon dioxide emissions) through the development of renewable sources of energy. **Rivers** **What is a river?** **Mountains** **Why are mountains so important?** This enquiry introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. The study of mountains enables pupils to comprehend key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time. The enquiry begins with introducing the concept of 'mountain' through an investigation of three discrete examples. It then moves on to focus on the location and formation of the world's most significant ranges of fold mountains – and in particular why they are referred to as 'fold' mountains. The legend of Mallory and Irvine and the mystery that still surrounds whether they reached the summit of Mount Everest in 1924, together with the achievements of Edmund Hillary and Tenzing Norgay in 1953, is a stimulating route into investigating why fossils of 400-million-year-old sea animals are regularly found on the summit of the world's tallest mountain.
Fair Trade Sustainability	**Going Green** **Why does it matter where our food comes from?** Nearly three-quarters of the land area of the United Kingdom is classified as farmland and this enquiry aims to provide an introduction to farming and farms for younger geographers. The enquiry therefore is not just about pupils knowing 'where' their food comes from but also – and equally importantly – it's about enabling pupils to understand 'why' it's important to know. To this end pupils have opportunities to begin to understand and reflect upon, in basic terms, why locally sourced food and free-range production regimes are considered environmentally friendly and sustainable.	**Victorians - History Focus** **How can we live more sustainably?** **The concepts of sustainability and sustainable development lie at the heart of a geographical world view that sees the subject as the study of the interrelationship of people with the environments in which they live and upon which they depend. The greatest global challenge during their lifetimes will be how to marry economic and personal development with the principles of sustainability. That is, ensuring that everyone can enjoy a comfortable and fulfilling life without undermining the integrity of the lives of others or the environment that sustains them.** **Egypt - History Focus** **Why do so many people live in megacities?** **This investigation develops the children's understanding of the important geographical concepts of *settlement* and *urbanisation* through the study of the world's *megacities* (cities with a population of over 10 million). This is very important because globally over half of the world's population now live in towns and cities – in the United Kingdom this figure has reached 80 per cent. During the lifetime of the pupils urban populations will continue to grow very rapidly around the world and particularly amongst the poorest countries as they develop economically. Through the ancillary enquiries pupils are able to explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities.**	**Anglo Saxons and the Vikings** **How do volcanoes affect the lives of people on Hiemaey?** This enquiry encourages pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical processes – the very essence of geography. All landscapes and environments offer opportunities, constraints and, sometimes, risks and hazards to the people who coexist with them. As the enquiry evolves, pupils are able to appreciate how environments may change over time and how this might bring advantages and challenges to the people who are interconnected with them **The British Empire** **Why is fair trade fair?** This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The *Silk Road*, which remains the world's most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don't have and are prepared to pay to obtain. There is then an opportunity for pupils to appreciate that there are commodities that companies in the United Kingdom produce and export that are highly sought-after in China. The two remaining lines of enquiry introduce pupils to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School.
Structure of the Earth		**Romans - History Focus** **Why do some earthquakes cause more damage than others?** This enquiry introduces pupils to one of the major outcomes of tectonic activity in the world – earthquakes. As they progress pupils come to understand why it is that earthquakes only tend to occur in particular areas of the world as a consequence of the pattern and movement of the tectonic plates of the Earth's crust. The pupils initially investigate the causes and impact of one specific recent earthquake in one particular location in the world, where earthquakes occur frequently, before looking more widely at global patterns. The pupils are supported to develop and apply high-order thinking to a consideration of why some earthquakes of the largest magnitudes do not always cause as much death and destruction as earthquakes of lesser magnitude. Here, the centrality of the human condition in terms of quality of life in particular and also technological development is an important area for the pupils to begin to understand.	**Rivers** **What is a river?** **Anglo Saxons and the Vikings** **How do volcanoes affect the lives of people on Hiemaey?** **Mountains** **Why are mountains so important?**

Brockton C.E. Primary School

Connected Geography: National Curriculum Key Stage 1 Overview

Key Question	Locational Knowledge	Place Knowledge	Human and Physical	Skills and Fieldwork	Cross curricular links
What is the geography of where I live?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom	Small area of the United Kingdom	Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing
What is the Why do we love being beside the seaside so much?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Art and Design Design and Technology
How does the weather affect our lives?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing History Art and Design Design and Technology
Why don't penguins need to fly?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs Plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Design and Technology Art and Design

Brockton C.E. Primary School

Connected Geography: National Curriculum Key Stage 1 Overview

Key Question	Locational Knowledge	Place Knowledge	Human and Physical	Skills and Fieldwork	Cross curricular links
Why does it matter where our food comes from?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Design and Technology
How does Kampong Ayer compare with where I live?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles	Small area in a contrasting non-European country	Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Art and Design Design and Technology

Brockton C.E. Primary School

Connected Geography: National Curriculum Key Stage 1 / 2 (Years 2 and 3) Overview

Key Question	Locational Knowledge	Place Knowledge	Human and Physical	Skills and Fieldwork	Cross curricular links
Why do some earthquakes cause more damage than others?	South America Latitude and longitude Northern and Southern Hemisphere and time zones		Volcanoes and earthquakes	Maps, atlases, globes and digital/computer mapping Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science Design and Technology
Beyond the Magic Kingdom: what is the Sunshine State really like?	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere and time zones	Region within North or South America	Climate zones Settlement and land use Economic activity and trade	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science History
Why do so many people live in megacities?	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Settlement and land use Economic activity and trade	Maps, atlases, globes and digital/computer mapping	Language and literacy Numeracy and Mathematics Computing History

Brockton C.E. Primary School

Connected Geography: National Curriculum Key Stage 1 / 2 (Years 2 and 3) Overview

Key Question	Locational Knowledge	Place Knowledge	Human and Physical	Skills and Fieldwork	Cross curricular links
How and why is my local environment changing?	United Kingdom		Settlement and land use	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	Language and literacy Numeracy and Mathematics Computing Science History
How can we live more sustainably?	United Kingdom		Natural Resources	Maps, atlases, globes and digital/computer mapping Fieldwork – observe, measure, record and present	Language and literacy Numeracy and Mathematics Computing Science Design and Technology
Why are jungles so wet and deserts so dry?	South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Climate zones Biomes and vegetation belts	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science

Brockton C.E. Primary School

Connected Geography: National Curriculum Key Stage 2 (Years 4, 5 and 6) Overview

Key Question	Locational Knowledge	Place Knowledge	Human and Physical	Skills and Fieldwork	Cross curricular links
How do volcanoes affect the lives of people on Hiemaey?	Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones	A region in a European country	Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key	Language and literacy Numeracy and Mathematics Computing History
What is a river?	Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere	A region of the United Kingdom	Rivers and the water cycle Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	Language and literacy Numeracy and Mathematics Computing Science History Music
Why are mountains so important?	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Mountains Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	Language and literacy Numeracy and Mathematics Computing Science

Brockton C.E. Primary School

Connected Geography: National Curriculum Key Stage 2 (Years 4, 5 and 6) Overview

Key Question	Locational Knowledge	Place Knowledge	Human and Physical	Skills and Fieldwork	Cross curricular links
How is climate change affecting the world?	North America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources	Maps, atlases, globes and digital/computer mapping Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science
Why is fair trade fair?	Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Climate zones Economic activity and trade Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	Language and literacy Numeracy and Mathematics Computing History
Who are Britain's National Parks for?	North America United Kingdom Latitude and longitude Northern and Southern Hemisphere	A region of the United Kingdom	Mountains Types of settlement and land use Economic activity Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	Language and literacy Numeracy and Mathematics Computing Science History Art and Design

Brockton C.E. Primary School

2 Year Rolling Program - Geography

	KS1	Autumn	Spring	Summer
	Knowledge Progression	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom Weather - Seasons Hot and cold areas Physical and human features Basic subject vocabulary World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom Weather - Seasons Hot and cold areas Physical and human features Basic subject vocabulary World maps, Atlases and globes Compass directions Aerial photographs Plans Fieldwork	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom Weather - Seasons Hot and cold areas Physical and human features Basic subject vocabulary World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork
Year A	Topic	**Light and Dark** **How does the weather affect our lives?** This enquiry provides an opportunity for pupils to understand the concept of **weather** and to form a solid foundation for studying **climate** in different contexts. From local weather recordings, presentation and interpretation the pupils can expand their investigations of weather to identify and explain the distribution of hot and cold places in the world. In addition they are able to consider the concept of **seasonality** in weather. This investigation also provides an opportunity to study in detail the weather conditions in two specific places (Sahara Desert and Antarctica). Consequently, this enables the pupils to understand the concept of **desert** and the nature of extreme environments and what might drive humans, such as Captain Scott to conquer them.	**Hot and Cold** **Why don't penguins need to fly?** This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage. It enables them to understand the importance of location in relation to the Equator and poles in determining weather and climate, which in turn have such an influence on shaping the natural geographical features of environments. Pupils will come to understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places – the more extreme the environment, the more specialised the adaptation. By comparing a number of environments, pupils are able to identify and describe similarities and differences between places in the world and offer reasons for why such differences exist. The fundamental geographical concepts of place, space, location, distribution, scale and environmental interaction underpin the enquiry.	**Going Green** **Why does it matter where our food comes from?** Nearly three-quarters of the land area of the United Kingdom is classified as farmland and this enquiry aims to provide an introduction to farming and farms for younger geographers. The enquiry therefore is not just about pupils knowing 'where' their food comes from but also – and equally importantly – it's about enabling pupils to understand 'why' it's important to know. To this end pupils have opportunities to begin to understand and reflect upon, in basic terms, why locally sourced food and free-range production regimes are considered environmentally friendly and sustainable.

	KS1	Autumn	Spring	Summer
	Knowledge Progression	Continents and Oceans. Lines of latitude and longitude. Equator. North and South Poles. United Kingdom. Small area of the United Kingdom. Physical and human features. Basic subject vocabulary. World maps, Atlases and globes, Compass directions, Aerial photographs and plans, Fieldwork	Locational knowledge Name and locate the world's 7 continents and 5 oceans. Geographical skills and fieldwork Use world maps, atlases and globes to identify countries around the world. Use simple compass directions. Describe the location of features and routes on a map. Use aerial photographs to recognise landmarks and physical features. Use simple fieldwork and observational skills.	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom Weather - Seasons Hot and cold areas Physical and human features Basic subject vocabulary World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork
Year B	Topic	**Amazing Me!** **What is the geography of where I live?** This enquiry introduces the children to what geography is all about. The children are encouraged to distinguish between geographical features that are essentially 'human' in origin and those physical features that are natural or at least semi-natural. Reflecting on whether anything on Earth today can be considered truly 'natural'. Pupils are able to use GIS (Geographical Information System) data on *Google Earth* and *Digi-Map* together with their own local fieldwork recording and interpretation to consolidate their understanding of key concepts such as **location**, **distribution** and **change**.	**Transport and Toys** **Where in the world?** A whistle-stop tour around the world and it's seven continents. Join Bob the class alien as he visits a country on each of the seven continents and explores their features, people and landmarks. We will learn where the seven continents are on a map and undertake a variety of fun activities to help learn more about each one.	**Splash!** **What is the Why do we love being beside the seaside so much?** This enquiry is to enables children, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through the investigation they become able to distinguish between common coastal land uses and those that frequently occur in rural or urban environments. The children can come to understand that the seaside is only one example of the many different places around the world, where the land meets the sea.

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2 Year Rolling Program – Geography

	KS1/LKS2	Autumn	Spring	Summer
	Knowledge Progression	United Kingdom Natural Resources Maps, atlases, globes and digital/computer mapping Fieldwork – observe, measure, record and present	Europe including: Russia, North America, South America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere. Settlement and land use Economic activity and trade Maps, atlases, globes and digital/computer mapping	Africa, United Kingdom Latitude and longitude Northern and Southern Hemisphere Climate zones Biomes and vegetation belts Maps, atlases, globes and digital/computer mapping Eight points of a compass Map symbols and keys
Year A	Topic	**Victorians – History Focus** **How can we live more sustainably?** **The concepts of sustainability and sustainable development lie at the heart of a geographical world view that sees the subject as the study of the interrelationship of people with the environments in which they live and upon which they depend. The greatest global challenge during their lifetimes will be how to marry economic and personal development with the principles of sustainability. That is, ensuring that everyone can enjoy a comfortable and fulfilling life without undermining the integrity of the lives of others or the environment that sustains them.**	**Egypt – History Focus** **Why do so many people live in megacities?** **This investigation develops the children's understanding of the important geographical concepts of *settlement* and *urbanisation* through the study of the world's *megacities* (cities with a population of over 10 million). This is very important because globally over half of the world's population now live in towns and cities – in the United Kingdom this figure has reached 80 per cent.** **During the lifetime of the pupils urban populations will continue to grow very rapidly around the world and particularly amongst the poorest countries as they develop economically. Through the ancillary enquiries pupils are able to explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities.**	**Africa – Main Focus** **Why are jungles so wet and deserts so dry?** **This enquiry builds on and extends the pupils' understanding of the concept of weather. Throughout the enquiry, pupils are encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth – they investigate this relationship at a number of scales. Pupils apply a wide range of geographical and computer skills throughout the enquiry to enable them to better understand the relationship between climate and living things and also to introduce them to the concept of biomes. Towards the end of the enquiry the pupils are able to develop their understanding of how climate is the main factor determining the distribution of biomes on Earth through the study of two biomes in depth.**
	KS1/LKS2	**Autumn**	**Spring**	**Summer**
	Knowledge Progression	United Kingdom Settlement and land use Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols, keys and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	Europe including Russia North America/South America United Kingdom Latitude and longitude Northern and Southern Hemisphere and time zones Climate zones Settlement and land use Economic activity and trade Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and keys	South America Latitude and longitude Northern and Southern Hemisphere and time zones Volcanoes and earthquakes Maps, atlases, globes and digital/computer mapping Map symbols and keys
Year B	Topic	**Stone Age to the Iron Age – Main Focus** **How and why is my local environment changing?** **The concept of change can be developed and illustrated through the familiar surroundings of the pupil's school and grounds and its immediate local area. It is important to establish and build an understanding amongst the pupils of changes that occur in environments as a consequence of natural events (quite often natural disasters of one kind or another) over which people have little or no control, and changes that people choose to make as a means of improving the quality of life.** **Similarly, spatial changes over time to the settlement in which the school is situated can be investigated through digital mapping programmes, fieldwork observation and recording using baseline maps at a variety of scales.** **This enquiry enables pupils to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.**	**Chocolate – Main Focus** **Beyond the Magic Kingdom: what is the Sunshine State really like?** **The pupils gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. Some may even have direct experience of visiting Florida and the *Magic Kingdom*. The objective of the investigation is to take the pupils beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography.** **Pupils gain an understanding of the significance of climate, natural hazards, aerospace technology and the conservation of the environment and living things in the lives of residents.**	**Romans – History Focus** **Why do some earthquakes cause more damage than others?** **This enquiry introduces pupils to one of the major outcomes of tectonic activity in the world – earthquakes.** **As they progress pupils come to understand why it is that earthquakes only tend to occur in particular areas of the world as a consequence of the pattern and movement of the tectonic plates of the Earth's crust. The pupils initially investigate the causes and impact of one specific recent earthquake in one particular location in the world, where earthquakes occur frequently, before looking more widely at global patterns.** **The pupils are supported to develop and apply high-order thinking to a consideration of why some earthquakes of the largest magnitudes do not always cause as much death and destruction as earthquakes of lesser magnitude. Here, the centrality of the human condition in terms of quality of life in particular and also technological development is an important area for the pupils to begin to understand.**

Brockton C.E. Primary School

2 Year Rolling Program - Geography

	UKS2	Autumn	Spring	Summer
	Knowledge Progression		North America United Kingdom Latitude and longitude Northern and Southern Hemisphere Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources Maps, atlases, globes and digital/computer mapping Map symbols and keys	Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere A region of the United Kingdom Rivers and the water cycle Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present
Year A	Topic	**World War II** **History Unit**	**The Greeks** **How is climate change affecting the world?** **This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Through the experiences of these individuals and communities, pupils are able to reflect upon how changes to normal and usual weather conditions can have to serious implications for these people.** **They are also able to appreciate that, generally speaking, the poorer the people and communities are that experience changes in weather patterns, the more serious the impact often is. From these specific case studies the pupils are encouraged to look at the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term. The enquiry culminates in pupils understanding the action that is being taken during this century across the world to reduce fossil fuel consumption (and therefore carbon dioxide emissions) through the development of renewable sources of energy.**	**Rivers** **What is a river?** **To help pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. For example, from regular news reports and perhaps even direct experience of river floods in their own community.** **The enquiry begins by establishing the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. Time is also devoted to exploring rivers, in particular their estuaries as important ecosystems and habitats for a wide range of living things. They are then introduced to examples of the many ways in which humans interact with rivers and exploit them economically as a resource, especially as ports for trade.**
	UKS2	**Autumn**	**Spring**	**Summer**
	Knowledge Progression		Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones A region in a European country Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and keys	Europe including Russia North America/South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Mountains Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps
Year B	Topic	**The Tudors** **History Unit**	**Anglo Saxons and the Vikings** **How do volcanoes affect the lives of people on Hiemaey?** **This enquiry encourages pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical processes – the very essence of geography. All landscapes and environments offer opportunities, constraints and, sometimes, risks and hazards to the people who coexist with them. As the enquiry evolves, pupils are able to appreciate how environments may change over time and how this might bring advantages and challenges to the people who are interconnected with them.**	**Mountains** **Why are mountains so important?** **This enquiry introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. The study of mountains enables pupils to comprehend key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time.** **The enquiry begins with introducing the concept of 'mountain' through an investigation of three discrete examples. It then moves on to focus on the location and formation of the world's most significant ranges of fold mountains – and in particular why they are referred to as 'fold' mountains. The legend of Mallory and Irvine and the mystery that still surrounds whether they reached the summit of Mount Everest in 1924, together with the achievements of Edmund Hillary and Tenzing Norgay in 1953, is a stimulating route into investigating why fossils of 400-million-year-old sea animals are regularly found on the summit of the world's tallest mountain.**

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2 Year Rolling Program - Geography

	UKS2	Autumn	Spring	Summer
	Knowledge Progression		Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Climate zones Economic activity and trade Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	North America United Kingdom Latitude and longitude Northern and Southern Hemisphere A region of the United Kingdom Mountains Types of settlement and land use Economic activity Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps
Year c	Topic	**China - The Shang Dynasty** **History Unit**	**The British Empire** **Why is fair trade fair?** **This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The *Silk Road*, which remains the world's most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don't have and are prepared to pay to obtain.** **There is then an opportunity for pupils to appreciate that there are commodities that companies in the United Kingdom produce and export that are highly sought-after in China. The two remaining lines of enquiry introduce pupils to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School.**	**National Parks** **Who are Britain's National Parks for?** **National Parks are an extremely significant element of both the physical and human geography of the United Kingdom. As well as covering over 7 per cent of the land area and including some of the United Kingdom's most scenic and wild places, they are also a tangible manifestation of the cultural importance that British society attaches to the outdoors, countryside and open spaces. Investigating why the United Kingdom has National Parks, their special qualities and how they are managed is a relevant and meaningful aspect of geography for young people to be engaging with. Pupils identify the location and distribution of the 15 National Parks in the United Kingdom and understand the rationale that underpins them – to protect and conserve the country's most scenic and beautiful landscapes, important wildlife and associated cultural heritage, to actively encourage visits and interaction with people and to ensure, in the long term, the sustainability of the 440 000 people who live and work within them.**