Geography

Our aim at Penponds Primary School is to ensure that all children are inspired to be curious and fascinated about our world and our people. We believe that geography should be about understanding our world by: comparing locations, investigating, researching different sources, writing and talking about places, conducting fieldwork and asking and answering questions. Geography lessons are planned into our engaging and exciting topics with a focus on knowledge, understanding and skills. We use the outdoor environment to teach the children the fundamental skills that they will use within their lives, for example, map reading, using compasses and using observational skills to study their local environment. In geography lessons children will make use of their resources around them and they will become confident in using maps, atlases and globes to identify different places around the world.

Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond (see progression map).

The Geography Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for Geography including following the school's robust system for monitoring and assessing Foundation subjects for Geography.

Our children are supported through our four school values – Curiosity, Creativity, Confidence and Caring- all embodied through our vision, 'Aiming High and Achieving Our Best' and our vision statement:

Penponds School will work with a all stakeholders to create a ***happy, safe and stimulating environment*** *where children become* ***'Leaders of their own Learning'.*** *By maintaining* ***high expectations*** *of the whole school community, our children will be equipped to become* ***lifelong learner****s. We encourage* ***curiosity about the world, strive to be creative*** *in everything we do and* ***build confidence*** *in our children to enable them to grasp* ***opportunities and tackle challenges*** *with* ***resilience and self-assurance****.*

Developing Young Geographers

Geography

Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
Our aim for the Geography curriculum is to ensure that all children are inspired to be curious and fascinated about the world and its people. • Our children will be given the knowledge they need to learn about diverse places, people, resources and the environment. • Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond. • Our children will be equipped with the vocabulary that they need to become geographers and ask questions about our world. • Our curriculum is designed to develop knowledge, understanding and skills that are progressive from EYFS to Year 6. • Our children will use the outdoor environment to develop their geographical skills and fieldwork.	To ensure that high quality geography is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 6. • Geography lessons are planned through termly topics with a focus on knowledge, understanding and skills. • Geography lessons have a strong focus on vocabulary which ensures that all children are able to talk about geography using the appropriate language. The use of vocabulary is progressive from EYFS to Year 6. • The subject leaders work closely alongside teachers to ensure that knowledge, understanding and skills within geography lessons are progressive through the school. • Children will use resources to support their learning, for example, atlases, text books, maps, digital resources • Our monitoring system, including planning scrutiny, book looks, subject coverage checks, lesson observations and pupil conferencing will enable the curriculum leaders to check coverage and progression.	• Children will be able to talk about geography and use geographical language to discuss what they have learnt. • Books will show progress in knowledge and skills from the beginning of a topic to the end. • Children will feel inspired and curious about geography and want to find out more about their world. • Children will be aware of geography in their local area and they will be able to understand how it has been shaped around them. •Children will be able to describe and understand the key aspects of human and physical geography. •Children will have a secure locational and place knowledge • Children's progress is tracked using the skills progression assessment documents. Any areas of development will have been identified.

Geography

Geography - Skills and knowledge components: Progression document building from previous year's learning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Know the world has continents and oceans. Name, locate and identify characteristics of the 4 countries of the UK.	Know the 5 oceans and know the seven continents. Name, locate and identify characteristics of the 4 capital cities of the UK and surrounding seas.	Locate on a map- Human and physical characteristics of the UK. Name and locate counties and cities of the UK.	Locate on a map- Human and physical characteristics of Europe (including Russia). Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers).	Locate on a map- Human and physical characteristics of countries around the world and major cities, including North and South America.	Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer (inc. Nothern and Southern hemispheres) or Artic and Antarctic Circles or Time zones.
Place Knowledge	Know the similarities and differences from one small area of the UK.	Compare features from one small area of the UK to geographical features of 1 chosen country.	Study geographical similarities and differences between regions in the UK.	Study geographical similarities and differences between countries in Europe.	Study geographical similarities and differences between countries around the world, including North and South America.	Study environments and compare similarities and differences in a range of some features stated above.
Human and Physical Geography	Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village).	Identify seasonal and daily weather patterns in the UK. Know hot and cold areas in relation to the equator and	Know different types of settlement. Know where food comes from (trade routes).	Study rivers, mountains, volcanoes, earthquakes and natural disasters.	Know where energy comes from. Know about the water cycle and natural resources	Know meaning of Biomes and vegetation belts. Know about climate change.

Geography

		the North and South Poles.			(where they come from).	Know about plate tectonics.
Geographical Skills and Fieldwork	Use directional language (left or right, near or far). Use simple fieldwork and observational skills to study geography of the school grounds and/or a locality.	Use maps, atlases and globes to identify the UK and selected other countries. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Construct basic maps using symbols in a key.	Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK. Use four points of a compass. Use aerial photographs. Use fieldwork to support studies.	Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe. Use symbols and keys (including OS maps). Use fieldwork to support studies.	Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of countries, including North and South America. Use the eight points of a compass. Use fieldwork to support studies.	Use six figure grid references. Use fieldwork to support studies.

Geography

We are geographers

Agreed principles and teaching approaches for Geography:

- **That locational knowledge is regularly recalled and returned to in order to develop memory**
- **That previous knowledge is revisited using recap quizzes and use of display where appropriate**
- **Existing knowledge is recalled at the beginning of each unit, (What I know already) and recaps at the beginning of each session to recall previous learning**
- **That place knowledge to best taught through comparison case studies that link locational knowledge, processes and perception/experience together**
- **That geographical skills are taught as the relevant knowledge is acquired by the children**
- **That although most geographical knowledge is taught discretely, much content will be taught in other subjects such as history, science and outdoor learning opportunities, such as trips and residentials**
- **That teachers organise the intended knowledge that is to be taught into consistent Sequence of Learning planning documents**
- **That geographical vocabulary is progressive and planned specifically**
- **That our learning in geography is intrinsically linked to our English and Art final projects at the end of each half term (a sense of product, achievement when the children have something to show at the end of their learning)**
- **That our local environment is fully utilised to achieve the desired outcomes, with extensive opportunity to learn outdoors and get to know our local area**

To be a geographer I need to -

Ask geographic questions – ask real questions and determine what information is needed to answer the questions
Gather geographic information – use a range of geographical skills and fieldwork techniques to retrieve information and make links
Organise geographic information – decide how to present and display the information
Analyse geographic information – what does our information tell us? Compare and contrast what we have found out.
Answering geographic questions – Use the information to inform the answer
Predict – Learn to understand and anticipate future geographical and environmental challenges

Geography

Foundation Stage – Reception - some of the wonderful things we do in Geography (UtW) at Penponds:

- Use Julia Donaldson stories to explore our natural world (environment and living things) (Stickman, Monkey Puzzle, Snail and the Whale).
- Children will understand the difference between human and physical features in the environment through comparing the environments of fictional superheroes. E.g Batman in the city, Superworm in the woodland. Following this, children will compare the environments of wildlife and humans.
- Children will learn about being eco-friendly on the beach.
- Children will develop their own directional map of the classroom.
- Children will take part in an orienteering activity, matching mystery photo locations within the school grounds.
- Children will learn about special features of Cornwall such as beaches, mines.
- Following the development of knowledge of our local environment, children will begin to be opened up to the wider world and have a taster of different geographical locations and environments, such as the jungle, polar region, outer space, under the sea, other countries etc – anything that isn't Cornwall.

Reception - Yearly Overview –Skills and knowledge components: Progression document coverage

	Autumn – **Superheroes Assemble** (PSED/RE- people and communities)	Spring – **Let's Crawl** (Science- weather, wildlife, habitats & growing)	Summer – **On the Move** (History/Geography/Seaside Cornwall)
Geography- Understanding the World	Skills components: Use pictures to compare and contrast environments around the world Talk about what they see in their own environment (school/home) using a wide vocabulary Recognise some environments that are different to the one in which they live	Skills Components: Talk about local environments (their road, the park, library, Camborne town centre) Talk about what they see in their own environment (school/home) using a wide vocabulary Can briefly explain the difference between human and physical features	Skills Components: Knows what a map is used for Identifies features on a simple map (trees, house, river, mountain) Can use maps to locate objects in 'real life' Knows where they live (house, flat, bungalow) Talk about local environments (their road, the park, library, Camborne town centre) Talk about what they see in their own environment (school/home) using a wide vocabulary Knows that there are different countries in the world Knows that 4 countries make up the UK and can name at least 1 other country Knows that we live in Camborne which is in Cornwall which is in England

Geography

	Talk about local environments (their road, the park, library, Camborne town centre)	Can identify similarities and differences between homes in other countries Can identify similarities and differences between homes in our country Knows that different countries have different homes Can explain features of other homes	Can name the 4 countries of the UK and at least 2 other countries Recognise some environments that are different to the one in which they live Makes comparisons between life for children in different countries Explains how life may be different for other children Can articulate what daily life is like in our country Use pictures to compare and contrast environments around the world Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)
Sticky Knowledge	Use pictures to compare and contrast environments around the world. Recognise some environments that are different to the one in which they live.	To know what type of home they live in. To talk about similarities and differences between homes. To compare their homes to the habitats of wildlife.	To know that beaches and mines are special features of Cornwall. To have an awareness of other environments including the jungle, polar regions, under the sea and space. To be able to name at least 1 other country. To know what a map is used to. To be able to read a map to locate objects on the school grounds.

Geography

Year 1/2 Year A – some of the wonderful things we do in Geography at Penponds

- Discover more about the amazing voyage of the Mystery and the place they visited on route
- Compare the UK with Australia
- Use atlases, globes, online maps and satellite imagery
- Learn about the continents of the world and be exposed to the names of oceans
- Explore our local woodland and compare seasonal changes during the term
- Investigate what others are already doing to look after our planet and how we can help
- Learn how to look after our beaches and oceans – Eco- Beach warriors and plastic in the oceans with a visit to the beach.
- Learn about how coastal town differ from towns, cities and villages.

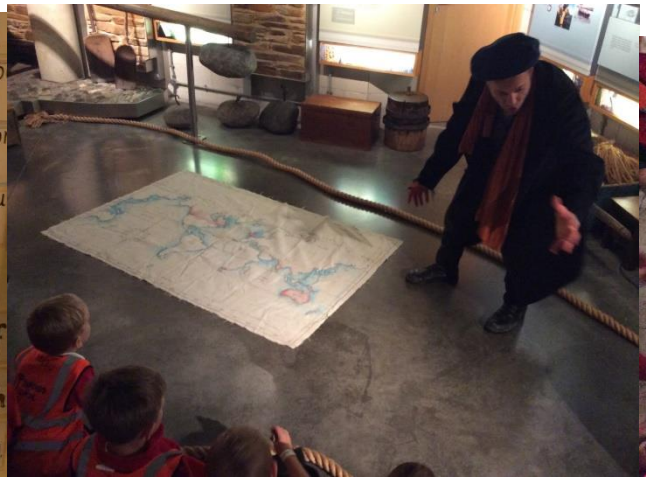
Year 1/2 - Yearly Overview Year A – National Curriculum and Skills and knowledge components: Progression document coverage

Geography	NC objectives: Enquiry and Investigation he/she can collect information about his/her local environment e.g. Using tally charts. Map Making he/she can draw around objects to make a plan. Human and Physical Geography he/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles. Enquiry and Investigation he/she can ask questions about places studied at KS1. Following directions and maps he/she can follow directions: up, down, left, right, forwards and backwards.	NC objectives: Name, locate and identify characteristics of the 4 countries of the UK Human and Physical Geography he/she can identify seasonal and daily weather patterns in the UK. Enquiry and Investigation he/she can ask questions about places studied at KS1. Knowledge of hot and cold areas of the world in relation to the equator and the north and south poles.	NC objectives: Enquiry and Investigation he/she can ask questions about places studied at KS1. Human and Physical Geography he/she can use basic geographical vocabulary identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	Sticky Knowledge: Know the 7 continents and 5 oceans: Asia, Africa, North and South America, Antarctica,	Sticky Knowledge: A map that shows where particular animals live and survive Know the hottest coldest seasons in the UK	Sticky Knowledge:. A map showing features surrounding a castle e.g. house, farm, port, harbour, village

Geography

	Europe, Australia. Atlantic, Pacific, Indian, Southern and Artic – map Pictures and names of human features and physical features of Australia. Image of the globe north and south pole and the equator labelled	Know weather symbols and their meanings Physical features labelled; mountain, river, forest, beach	
	Skills Components: Year 1 Know and understand that the world has continents and oceans. Know the similarities and differences from one small area of the UK Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village) Year 2 Know/ locate the 5 oceans and know the seven continents. Compare features from one small area of the UK to geographical features of 1 chosen country Know hot and cold areas in relation to the equator and the North and South Poles. Use maps, atlases and globes to identify the UK and selected other countries.	Components: Year 1 Know the similarities and differences from one small area of the UK Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village) Use directional language (left or right, near or far). Use simple fieldwork and observational skills to study geography of the school grounds and/or a locality. Year 2 Identify seasonal and daily weather patterns in the UK. Know hot and cold areas in relation to the equator and the North and South Poles. Use maps, atlases and globes to identify the UK and selected other countries. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Construct basic maps using symbols in a key.	Components: Year 1 Know the world has continents and oceans. Name, locate and identify characteristics of the 4 countries of the UK. Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village) Use directional language (left or right, near or far). Use simple fieldwork and observational skills to study geography of the school grounds and/or a locality. Year 2 Know the 5 oceans and know the seven continents. Name, locate and identify characteristics of the 4 capital cities of the UK and surrounding seas Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Construct basic maps using symbols in a key.

Geography




Year 1/2 Year B – some of the wonderful things we do in Geography at Penponds

Use atlases, globes, online maps and satellite imagery to explore the rainforests pf the world

Learn about the continents of the world and be exposed to the names of oceans

Learn how the natural world supports life through scavenging, planting and growing

Use aerial photographs name key landmarks, human and physical features a place

Use geographical vocabulary to identify and describe key physical features of different places

Geography

Year 1/2 - Yearly Overview Year B – National Curriculum and Skills and knowledge components: Progression document coverage

Geography	NC objectives: - name and locate the world's seven continents and five oceans using globes, maps and atlases. - use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. - use basic geographical vocabulary to identify and describe key physical features. - can use information books to compare the similarities and differences between places studied at KS1. - can explain geographical similarities and differences between an area of the UK and a non-European country.	NC objectives: can use information books to compare the similarities and differences between places studied at KS1.	NC objectives: can use information books to compare the similarities and differences between places studied at KS1. can explain geographical similarities and differences between an area of the UK and a non-European country. Can follow directions on a map: North, South, East, West. - Use a simple plan to follow a route. -Can draw a route showing features. -Can draw maps of real life and made up places using a key.
	Sticky Knowledge World Map with oceans and continents, north and south poles, equator and rainforests labelled Diagram of the rainforest layers Pictures of key physical and human features of Brazil; Rio carnival, Amazon River, city life, deforestation	Sticky Knowledge Four seasons and weather symbols Solar system labelled and diagram showing how the position of Earth effects daylight hours and seasons	Sticky Knowledge World Map with oceans and continents, north and south poles, equator, capital cities and place where dinosaur remains have been found Compass directions and simple map Images of the Dorset coast where Mary Anning lived Aerial photographs with physical features of a landscape labelled Wold map/ google image to show how the continents have changed since the age of the dinosaurs (Pangea)
	Components: Know the 5 oceans and know the seven continents.	Components: Identify seasonal and daily weather patterns in the UK.	Components: Name, locate and identify characteristics of the 4 capital cities of the UK and surrounding seas.

Geography

	Compare features from one small area of the UK to geographical features of 1 chosen country. Know hot and cold areas in relation to the equator and the North and South Poles.		Identify seasonal and daily weather patterns in the UK. Use maps, atlases and globes to identify the UK and selected other countries. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Construct basic maps using symbols in a key.

Geography

Year 3/4 Year A– some of the wonderful things we do in Geography at Penponds

- Complete a study of the River Nile and why it is important to people in Egypt.
- Compare the use of the Nile with rivers in our own country i.e. the Thames and the Tamar River.
- Explore agriculture and land use in the UK.
- Compare and contrast rural and urban areas in the UK.
- Locate where the Roman empire began and use maps to see how it spread across Europe.
- Use maps to see how the Anglo-Saxons invaded Britain and how and why they settled where they did – noticing land formation trade routes etc.

Year 3/4 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

Geography	NC objectives: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity	NC objectives: 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 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	NC objectives: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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.

Geography

	including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Sticky Knowledge: The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.	Sticky Knowledge: Agriculture is another word for farming. The growing and harvesting of crops and/or breeding animals. Know the difference between rural and urban areas. Identify key urban and rural areas in the UK.	Sticky Knowledge: Roman empire started in Rome, Italy. Roman Empire spread across modern day Italy to countries in Europe, Africa and Asia. After the Romans left Britain, it became more open to invasion. The Anglo-Saxons were made up of people who rowed across the North Sea from an area that is now northern Germany, Denmark and the Netherlands. These people were from three tribes: the Angles, the Saxons, and the Jutes.
	Skills Components: **Year 3** Know different types of settlement. Know where food comes from (trade routes). **Year 4** Study rivers, mountains, volcanoes, earthquakes and natural disasters. (River Nile Compare to Tamar River, Thames etc.).	Skills Components: **Year 3** Locate on a map Human and physical characteristics of the UK. Name and locate counties and cities of the UK. Study geographical similarities and differences between regions in the UK. Know where food comes from (trade routes). Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the	Skills Components: **Year 3** Locate on a map- Human and physical characteristics of the UK. Name and locate counties and cities of the UK. Study geographical similarities and differences between regions in the UK. Know different types of settlement. Know where food comes from (trade routes).

Geography

	Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers). Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe and the wider world.	UK. Use aerial photographs. Use fieldwork to support studies **Year 4** Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe. Use symbols and keys (including OS maps). Use fieldwork to support studies.	Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK. **Year 4** Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers). Study geographical similarities and differences between countries in Europe. Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe.

Geography

Year 3/4 Year B– some of the wonderful things we do in Geography at Penponds

- Locate key places of interest, linked to our topic, on a map.
- Compare landscapes of different areas, including rainforest to our local environment.
- Use knowledge of the layers of the planet to understand why natural disasters occur.
- Use maps and digital devices to explore where natural disasters occur more frequently and explain why.
- Explore ways to protect the Earth.
- Find out why people settled in certain areas and how the landscape affected this.
- Learn about Skara Brae and what it teaches us about how early people began to farm and settle.
- Link landmarks in our local environment to the stone/iron/bronze age.

Year 3/4 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

Geography	NC objectives: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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.	NC objectives: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	NC objectives: 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography

	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
	Sticky Knowledge: The Maya civilisation happened in central America. I can find central America on a map. Much of the Maya landscape was rainforest. Maize was a very important crop that formed up to 80% of the Maya people's diets. They believed that the first humans were made from maize dough by the gods. The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money.	Sticky Knowledge: Know the 4 layers of the earth – inner core, outer core, mantel and crust. The earth's crust is made up of large areas called tectonic plates that join together. Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. Earthquakes are caused when the earth's tectonic plates suddenly move. A tsunami is a giant wave caused by a huge earthquake under the ocean.	Sticky Knowledge: Early people began as hunters but as they developed skills, weapons and knowledge, they became farmers and began to settle. Hillforts are early settlements.
	Skills Components: Year 3 Know where food comes from (trade routes). Use aerial photographs. Year 4	Skills Components: Year 3 Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK. Use aerial photographs.	Skills Components: Year 3 Know different types of settlement. Know where food comes from (trade routes). Use aerial photographs. Use fieldwork to support studies.

Geography

	Locate on a map, human and physical characteristics of Europe (including Russia) and the wider world. Study geographical similarities and differences between countries in Europe and the wider world. Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe and the wider world.	Use fieldwork to support studies. Year 4 Locate on a map, human and physical characteristics of Europe (including Russia) and the wider world. Study rivers, mountains, volcanoes earthquakes and natural disasters. Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe. Use fieldwork to support studies.	Year 4 Use fieldwork to support studies.

Geography

Year 5/6 Year A– some of the wonderful things we do in Geography at Penponds

* Children will revisit the continents of the world (introduced in Y1) and learn about Greece's place in Europe.

* Children will identify where the European oceans and seas are and how they were used by Greece for trading

* We will compare climate and plants and animals found in the jungle with our local environment.

* We shall be looking at how we can make a positive contribution to our local environment and how we can help save the rainforests.

* The children will learn about the impact that humans have had on the local environment and how we can be prepared to deal with living outdoors.

Year 5/6 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

Geography	NC objectives: Locate the world's countries, using maps to focus on Europe. Understand geographical similarities and differences through the study of human and physical geography.	NC objectives: Physical geography, including: climate ones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography: the distribution of natural resources including energy, food, minerals and water.	NC objectives: Locate the world's countries, using maps to focus on Europe, concentrating on key physical and human characteristics. Human geography: types of settlement and land use
	Sticky Knowledge: Greece is in Europe and shares borders with Macedonia, Turkey, Bulgaria and Albania—be able to locate on a map. Athens is the capital city Climate is Mediterranean—hot, dry summers Temperatures often rise to 35 degrees C in the summer Greece is made up of a mainland and many islands (approx. 2,000) and is situated in the Aegean, Ionian and Mediterranean seas. 80% of the country is mountainous—highest peak is Mount Olympus	Sticky Knowledge: • Identify important features of a settlement site. • Rank human needs by importance to me. • Tell you the main stages of electricity distribution. • Use an atlas to locate a given place. • Label a map using a key. • Identify what makes an energy source renewable. • Find the country or town of origin on a food label.	Sticky Knowledge: Settlers need shelter, water and food. Place names give us clues to who first settled in an area. Environment and agriculture was important in deciding where to settle. Vikings sailed west across the North Sea to the British mainland, landing from the Hebrides down to the east coast of England. The Vikings originated in Scandanavia – today the coutries of Denmark, Sweden and Norway. The most important Viking British city was York, or Jorvik as it was known by the Vikings.

Geography

	Understand the reasons why Greece is a popular tourist attraction List some of the similarities and differences when comparing Athens and London.	• List some foods that are produced in the UK. • Tell you what food miles are. • Identify ways to reduce food wastage. • Tell you that food shortages are a global problem. • Tell you about the causes of food shortages in a country in South or Central America.	Be able to name and locate on a map the seven kingdoms in Britain and know who they were ruled by and how this changed over time Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland. York – Viking capital of England
	Skills Components: Use internet and maps to locate Greece and surrounding seas. Use atlas to identify mountainous nature of mainland Greece. Use larger scale maps to identify the areas where Greece traded. Research similarities and differences between Athens and London. Link to literacy work: creating a guidebook for modern Greece.	Skills Components: Study environments and compare similarities and differences in a range of some features. Know meaning of Biomes and vegetation belts. Know about climate change. Know about plate tectonics. Know where energy comes from. Know about the water cycle and natural resources (where they come from).	Skills Components: Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer (inc. Northern and Southern hemispheres) or Arctic and Antarctic Circles or Time zones. Use atlas to plot journeys made by Vikings. Identify oceans and/or seas where they travelled.

Geography

Year 5/6 Year B– some of the wonderful things we do in Geography at Penponds

*We will be looking at the political map of Europe to understand how the second world war started.

*We will use coloured play dough to re-create the Axis expansion.

* We will study the planets and how they interact in our solar system.

* We shall be looking at how the Industrial Revolution affected our land, with mass migration to the towns and cities..

Year 5/6 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

Geography	NC objectives: What do we mean by the terms 'allies' and 'axis'? Invite children to share their ideas. Explain that the allies and the axis were the two sides that fought against each other in the war. • Look at the map showing the different continents on the slides. As a class, name and label each of the continents. • Display the countries of the allies on the slides. Which continent is each of these countries in? Children to think, pair, share their ideas then check if they were right. Repeat with the countries of the axis. • If you aren't sure where a country is on a world map, what can you do to help you find it? Invite children to share their ideas. Model how to use an atlas to find different countries.	NC objectives: · identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	NC objectives: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Geography

	Sticky Knowledge: Understand the layout of Europe at the time – and recognise how the political map has since changed	Sticky Knowledge: It appears to us that the Sun moves across the sky during the day but the Sun does not move at all. It seems to us that the Sun moves because of the movements of Earth. Earth rotates (spins) on its axis. It does a full rotation once in every 24 hours. At the same time that Earth is rotating, it is also orbiting (revolving) around the Sun. It takes a little more than 365 days to orbit the Sun. Daytime occurs when the side of Earth is facing towards the Sun. Night occurs when the side of Earth is facing away from the Sun.	Sticky Knowledge: Mass migration from rural to town/city settings Improvement in transport Growth of the railways and building of the London Underground Huge expansion of the Empire (world wide)
	Skills Components: Locate on a map- Human and physical characteristics of countries around the world and major cities, including Europe (incl Russia), North and South America. Study geographical similarities and differences between countries in Europe and around the world, including North and South America. Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of countries.	Skills Components: Locate on a map- Human and physical characteristics of countries around the world and major cities, including Europe (incl Russia), North and South America. Study geographical similarities and differences between countries in Europe and around the world, including North and South America. Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of countries.	Skills Components: Locate on a map- Human and physical characteristics of countries around the world and major cities, including Europe (incl Russia), North and South America. Study geographical similarities and differences between countries in Europe and around the world, including North and South America. Use the eight points of a compass. Use fieldwork to support studies. Use six figure grid references. Use fieldwork to support studies. - Key topographical feature – River Thames

Strategies for supporting pupils with Special Educational Needs and Disabilities in Geography lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	Due to its hands-on nature, Geography is an excellent subjectfor children with ADHD as it is an area they can excel within. • Ensure all resources are available for the children to exploreprior to the lesson and, if support is needed to allow access to materials e.g. atlases, ensure the teacher or a TA is available. • During fieldwork, give clear rules to follow for safety and focus for the lesson. Accept that being outside is excitingbut remain firm that the LI is the focus. • Allow time-out within the area of learning (if not learning in classroom e.g. fieldwork) where the child can calm down if needed – agree this space with the child as required • There are lots of opportunities within Geography for group work – depending on the child, ensure they have a 'role' withinthe group and plan additional resources in case a pupil needs to work independently (regardless of needs prior to the lesson, the provision of individual work within a planned groupsession should also be considered in case any child within the class is struggling)
Anxiety	• Most strategies for helping those with anxiety will be thesame within Geography – knowing the child will help, of course, and ensuring pre-teach is used where helpful. • Reassurance, especially of difficult concepts e.g. lines oflatitude. longitude etc. and explaining several times in different ways e.g. atlas, map, globe • Time out or a short break if required

Autism Spectrum Disorder	• Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons – allowchildren time and space if overwhelmed. • Some children may have definite ideas based on their prior (incorrectly learned) knowledge which may need to be 'untaught' e.g which countries are in which continents, pyramids were in Ancient Rome etc. – be consistent when correcting ideas and have 'proof' e.g. atlas, globe, visual as well as written information sheets. Continue to go over theseincorrect ideas with the new facts. • Be able to show understanding in a range of ways including visual as well as written information – for extended writing, teacher or TA support may be required.

Dyscalculia	• Physical resources, properly demonstrated, to be used • Lots of practise looking from whole-world maps to sections – use physical props to help e.g. 'picture frame' – draw a frame around an area and let the children explore the shapes of theland and sea to help build links • Support with quantitative data e.g. graphs, charts etc. • Visual aids and word-mats to help with vocabulary
Dyslexia	As well as the best practise for Dyslexic pupils e.g. font size andtype, in Geography, the following will be helpful: • Visual aids and word-mats to help with vocabulary • Reading text-heavy atlas pages or summarising within hand-outs if required • A range of showing understanding – visual, written, drawing, graphs etc.
Dyspraxia	• A range of showing understanding – visual, written, drawing,graphs etc. • Support with quantitative data e.g. graphs, charts – provide scaffolded graphs for data to be added to • Demonstrate any equipment to be used for Geography lessonsor fieldwork
Hearing Impairment	• Pre-teach if required • Demonstrate use of equipment • Visual aids if required • When completing fieldwork, agree a way of ensuring all children know when/where to return to if on school site – if cue is audio e.g. whistle, ensure partner/group will give visualcue – want to encourage independent fieldwork rather than providing TA support where not needed. • Ensure instructions are understood before lesson begins andany additional instructions are provided in writing if required • Visual aids and word-mats to help with vocabulary

Toileting Issues	• Allowances and provision needed when completing fieldworkaway from school building/trips • Allow rest time if needed
Cognition and Learning Challenges	• Visual aids and word-mats to help with vocabulary • Demonstrate how to use equipment each time it is used for consistency and processing. • Break down tasks into manageable chunks and demonstrateeach step as required • Writing support for extended writing including examples oftext and scaffolded frame • Step by step instructions • Group and partner work within fieldwork to help stay on task • and provide peer support
Speech, Language & Communication Needs	• Visual aids and word-mats to help with vocabulary • Demonstrate how to use equipment each time it is used for consistency and processing. • Break down tasks into manageable chunks and demonstrateeach step as required • Writing support for extended writing including examples oftext and scaffolded frame • Step by step instructions with understandable vocabulary • Group and partner work within fieldwork to help stay on task • and provide peer support
Tourette Syndrome	• Be aware of tics when using globes – position them in middleof desk before use
Experienced Trauma	• Positive reinforcement and positive atmosphere withinlessons • Fieldwork and experiential Geography may involve discussionsor trigger memories of trauma – knowing your children in advance is very important and allowing time, space and the ability to discuss (or not to share) is very important. Similarto Jigsaw/PSHE, discussion is welcome and sharing within class with boundaries and rules for not sharing other people'sstories without permission to allow children to feel comfortable to chat knowing that their experiences will not be spread outside the classroom.
Visual Impairment	• Enlarge maps and show them on the large screen • Give the children time and opportunity to explore through touch e.g outlines of maps, textures to evoke discussion etc.