Ditchling St Margaret's Primary and Nursery School

Kindness Respect Perseverance

'Living life in all its fullness' John 10:10

Geography Curriculum

Kindness Respect Perseverance

'Living life in all its fullness' John 10:10

Geography Curriculum at Ditchling CE Primary and Nursery School Vision

The study of geography at Ditchling involves our pupils in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many of the pupils who now attend our school will live to see the next century and inhabit a world of eleven billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography – personal, local, national and global. From adapting and mitigating the impact of climate change and predicting natural hazards such as tsunami and earthquakes, to understanding the causes and effects of population migration around the world, our pupils will need to know about geography and to think like geographers.

At Ditchling, learning geography helps to prepare our pupils for life in the 21st century with all of its currently unknown possibilities. In terms of what we teach in geography and how we encourage and support our pupils to learn, we seek to develop young geographers. Geographers make links and connections between the natural world and human activity. In line with the statutory requirements of the national curriculum for geography which must be balanced and broadly based, our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in geography. In addition, we will ensure that what our pupils learn in geography and how they learn it not only inspires and challenges them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in an increasingly globalised world.

In accordance, therefore with the importance we attach to geography our subject provision will:

- stimulate pupils' interest in their surroundings and in the rich variety of human and physical conditions on the earth's surface;
- foster pupils' sense of awe and wonder at the beauty of the world surrounding them;
- help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance pupils' sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using an increasingly sophisticated range of technology to communicate with and explore a variety of people, places and environments across the world;
- help pupils explore values and attitudes about complex issues such as sustainability and sustainable development and develop a positive outlook and disposition;
- enable pupils to study the above across a range of places, cultures and environments and at a variety of scales, from local to global;
- foster a sense of understanding about how all peoples and communities around the world are interconnected and interdependent with each other and the ecosystems of which they are an integral part and upon which we all depend;
- help build our pupil's **cultural capital** through, in addition to providing the essential knowledge and understanding they need to be successful, enhancing their experiences and interactions with the 'awe and wonder' of the world especially through regular fieldwork in contrasting environments.

Planned Curriculum

INTENT

At Ditchling we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it. The geography curriculum at Ditchling enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.
We have planned a curriculum in geography starting from EYFS through to Year 6 which is:

- **Aspirational** in terms of instilling in our pupils a desire to achieve the highest levels of success. We do this through providing pupils with the appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject skills and techniques and acquire the specialist language and technical terms to communicate their understanding effectively. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives and end points of learning detailed in the medium term plans (MTPs) of each enquiry, which define what the pupils will know, understand and be able to do;
- **Coherent**, relevant and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and are commensurate with the scope and ambition of the national curriculum. For example, we have ensured that content coverage includes an even proportion of physical and human investigations such as the effect of rivers on the landscape and the impact of the rise of megacities in the world. Consideration has also been given to making certain that our geography curriculum maintains relevancy and topicality through including enquiries that engage pupils in studying issues such as climate change, flooding and trade;
- **Sequenced** to ensure that pupils can build on prior knowledge and understanding as they tackle more complex and demanding enquiries. For example, at Key Stage 1 pupils observe and record the distinctive geographical features of the local area of the school and compare and contrast these with a similarly sized area elsewhere in the world. At Key Stage 2 this knowledge and understanding is both consolidated and extended as pupils investigate the nature of environmental change in their local area and reach judgements as to the cost and benefits such change brings. Similarly the understanding gained and concepts explored through an enquiry on the impact of earthquakes at Lower Key Stage 2 are revisited and extended when the pupils study the impact of living on a volcanic island in Iceland at Upper Key Stage 2;
- **Progressive** and more challenging EYFS through Year 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the disciplinary thinking skills we support them to master and apply to ensure they understand the significance of that

Planned Curriculum

knowledge. These anticipated outcomes in knowledge and understanding and skills acquisition are detailed in the objectives of each enquiry question and also appear alongside the end points of learning in the MTPs which inform each investigation. In terms of the geographical techniques we want our pupils to master as they progress through the school our curriculum planning has been informed by the identification of the coverage required at EYFS/Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These are integrated into our half termly enquiries to ensure full coverage through the curriculum;

- **Inclusive** in terms of delivering the same curriculum to all of our pupils and adapting provision where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.

As part of the introduction to each new Geography topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each enquiry question and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

Lessons are planned to ensure that key knowledge is developed over time over the course of each Geography block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each enquiry question as part of the school's assessment of Geography. Lessons within each enquiry question are also planned to ensure the systematic development of the key identified skills across the school.

Curriculum planning and organisation

Provision in geography has been carefully designed to ensure both continuity with prior learning and progression EYFS – Year 6 in:

Substantive knowledge – what our pupils will know by the end of each enquiry;

Disciplinary knowledge – the subject skills and techniques our pupils will master and apply in order to understand the significance of what they know;

Conceptual understanding – increasing awareness and application of second order and substantive subject concepts;

The acquisition of subject specialist vocabulary and technical terms in order to communicate their understanding effectively.

This continuity, sequencing and progression of geography knowledge and skills through the curriculum is detailed in the following planning documentation:

Long term plan – which provides an overview of provision EYFS – Year 6 and how what we teach delivers the scope and ambition of the national curriculum for geography and the requirements of the EYFS *Understanding the World* area of learning.

Planned Curriculum

Progression of Knowledge and Skills EYFS-Year 6 – which shows the continuity and sequencing of the four areas of learning – substantive knowledge, disciplinary knowledge, conceptual understanding and specialist vocabulary and language acquisition through the curriculum EYFS-Year 6 and forms the basis of identifying prior learning for each new enquiry.
Medium Term Plans – which detail what the pupils will know at the end of each enquiry, the disciplinary skills and techniques they will master and apply to understand the significance of what they have learned; links to prior learning and the end points of learning against which they will be assessed for both 'making good progress' and 'working at greater depth'.
Learning organisers – used collaboratively by both teachers and pupils during the course of each enquiry to support knowledge building, conceptual understanding and the acquisition of increasingly specialised subject vocabulary and technical terms.
Lesson plans – which identify the key objectives, outcomes and learning activities of each teaching session in geography.
Through this careful planning and organisation our pupils' knowledge and understanding of geography develops because:

- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the national curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical techniques and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues-based enabling them to explain links, patterns and processes and be more informed in their thinking and self-reflection in terms of recognising the importance of attitudes and values.

Enacted Curriculum

IMPLEMENTATION

Curriculum implementation – learning through enquiry as young geographers

- We adopt a constructivist paradigm of learning and teaching in geography which enables our pupils to learn as young geographers and to understand the kind of questions that geographers ask of the world. Through enquiry, our pupils not only build their substantive knowledge and understanding but become increasingly adept at disciplinary thinking, conceptual understanding and the use of specialised vocabulary and technical terms. We structure learning in geography through big question led enquiries about relevant geographical topics, places and themes. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach geographical topics, places, themes and issues in their entirety we will create a very shallow learning experience for our pupils. Consequently, we adopt a policy of

Enacted Curriculum

immersive learning in geography that provides sufficient time and space for our pupils not only to acquire new knowledge and understanding but also to develop their appreciation of the importance of subject concepts.

- Through enquiry our learning and teaching in geography is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Learning activities are very varied to ensure that all pupils have opportunities to demonstrate their strengths. Similarly, we provide adapted ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, Digimaps, annotated diagrams, improvised drama and the application of a wide range of writing genres. Only in this way, will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.
- The MTPs and enquiry questions for each geographical enquiry highlight both the objectives and anticipated outcomes of the investigation – the end points of learning. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer in full the question posed at the beginning of the investigation.

Fieldwork

- Through our curriculum EYFS – Year 6 provision is made for regular and high quality fieldwork which we recognise as a core element of our pupils' statutory entitlement in geography. Our fieldwork provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world. Fieldwork provision enables pupils to become observant, to develop the skills of recording, analysis and deduction and to comprehend the questions that geographers ask of the world. Fieldwork and learning outdoors involving the testing and investigation of ideas and theories through practical exercises including observation, data collection, recording, presentation, interpretation and evaluation is therefore fundamental to the study of geography and the development of young geographers at our school. Consequently fieldwork has been incorporated as a core element of geographical learning in each phase of learning – EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. This provision is important not only in terms of learning and teaching adaptations but also from the perspective of inclusion and cultural capital building.

Assessed and Learned Curriculum

IMPACT

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.

Each enquiry which forms our programme of learning and teaching in geography sets out clear objectives and outcomes for the pupils in terms of substantive and disciplinary knowledge and understanding and skills' acquisition. These outcomes are listed as 'end points of learning' i.e. the criteria against which a pupil will be judged to be making good progress. Additional criteria define what 'working at greater depth' will entail. The approach we use also suggest a range of formative and ongoing ways in which a teacher can assess whether a pupil has achieved the appropriate end points of learning. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day-to-day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning or address gaps in learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use these formative assessments to build an emerging picture of what the pupil knows, understands and can do in relation to the end points of learning. Consequently, at the end of each enquiry, a teacher is able to make an informed and confident 'best fit' judgment as to whether the pupil is making good progress or working at greater depth.

As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's local links with the South Down Rangers. The children also capitalise on cross-curricular events, including Climate talks from our families and European Languages Day.

EYFS

How can I make a map of my world?

What different features can I see in Ditchling?

Year 1

How does the weather affect our lives?

Why isn't the weather always the same?

Year 2

Why does it matter where my food comes from?

Why don't penguins need to fly?

How is the land in and around Ditchling used?

Year 3

Why do we love being beside the seaside so much?

How does the geography of Kampong Ayer compare with where I live?

Why are jungles so wet and deserts so dry?

What is the Sunshine State really like?

Why do some many people live in megacities?

Year 4

- How can we live more sustainably?
- Why do some earthquakes cause more damage than others?
- Why is Brighton such a popular tourist destination?

Year 5

- How is climate change affecting the world?
- How do volcanoes affect the lives of people on Hiemaey?

Year 6

- Why are mountains so important?
- What is the most valuable resource in the world and who owns it?
- Why is Fairtrade fair?
- What are National Parks for?

Humanities Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	How can I make a map of my world?	What different features can I see in Ditchling?	What is in the history suitcase today?	Why do Kings and Queens wear crowns?	Why isn't the weather always the same?	How did Rosie help to defeat the Armada?
Year 1	How does the weather affect our lives?	What does it take to be a great explorer?	How do our toys and games compare with those of children in the 1960s?	Why does it matter where my food comes from?	Why are there so many castles in Britain?	Why don't penguins need to fly?
Year 2	How is the land in and around Ditchling used?	What does our church tell us about the history of Ditchling?	Why do we know so much about where Sappho used to live?	How does the geography of Kampong Ayer compare with where I live?	Why did Delia buy a new hat?	Why do we love being beside the seaside so much?
Year 3	Why are jungles so wet and deserts so dry?	How did life change for Ancient Britons during the Stone Age?	What is the Sunshine State really like?	What is the secret of the standing stones?	Why do some many people live in megacities?	How do artefacts help us to understand the lives of people in Iron Age Britain?
Year 4	How can we live more sustainably?	How did the arrival of the Romans change Britain?	Why do some earthquakes cause more damage than others?	What did the Vikings want and how did Alfred help to stop them getting it?	Why is Brighton such a popular tourist destination?	Who were the Anglo Saxons and how do we know what was important to them?
Year 5	How do volcanoes affect the lives of people on Hiemaey?	How did Brighton change after George moved there?	How is climate change affecting the world?	The story of the Trojan Horse – fact, myth or legend?	Why did the Ancient Maya change their way of life?	Why are mountains so important?
Year 6	What happened to the boy in the golden mask?	Why was winning the Battle of Britain so important?	What is the most valuable resource in the world and who owns it?	Why did Britain once rule the largest empire the world has ever seen?	Why is Fairtrade fair?	What are National Parks for?

GEOGRAPHY CURRICULUM PROVISION EYFS – YEAR 6: DELIVERY OF THE NATIONAL CURRICULUM

EYFS statement: Our Nursery provides a safe, caring, nurturing and stimulating learning environment where children grow in confidence and independence, while developing their interests, curiosity and skills through play in all areas of the Early Years Foundation Stage (EYFS) curriculum. In the EYFS, geography is introduced through playful exploration and hands-on activities as part of Understanding the World. Children engage with their immediate environment, learning about local landmarks, different cultures, and the natural world. They might use maps, globes, or simple tools to investigate spatial relationships, fostering curiosity about places. Through storytelling, role-play, and sensory experiences, young learners develop a foundational understanding of geography that encourages a sense of belonging and awareness of their surroundings.

EYFS

Year	Term	Enquiry	Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	Geographical Skills	Fieldwork
R	1	*How can I make a map of my world?*	Continents and Oceans UK	Small area of the UK (School Grounds)	Weather and Seasons Hot and cold areas of world	Equator North & South Pole	See MTP for coverage	Local Walk
R	2	*What different features can I see Ditchling?*	Continents and Oceans UK – local area	Small area of the UK	Weather and Seasons Hot and cold areas of the world Physical features of farming in UK and locations overseas	Equator North and South Pole Human features of farming - UK and locations overseas	See MTP for coverage	Local area
R	5	*Why isn't the weather always the same?*	Continents and Oceans	Human Geography: Equator North and South Pole – focus on local area	Weather and Seasons Hot and cold areas of world	Equator North and South Pole	See MTP for coverage	

KEY STAGE 1

Year	Term	Enquiry	Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	Geographical Skills	Fieldwork
1	2	*How does the weather affect our lives?*	Continents and Oceans UK	Small area of the UK (School Grounds)	Weather and Seasons Hot and cold areas of world	Equator North & South Pole	See MTP for coverage	
1	4	*Why does it matter where my food comes from?*	Continents and Oceans UK	Small area of the UK	Weather and Seasons Hot and cold areas of the world Physical features of farming in UK and locations overseas	Equator North and South Pole Human features of farming - UK and locations overseas	See MTP for coverage	Plumpton College
1	5	*Why don't penguins need to fly?*	Continents and Oceans	Human Geography: Equator North and South Pole	Weather and Seasons Hot and cold areas of world Physical features of Antarctica, Arctic and Sahara Desert	Equator North and South Pole Human features of Antarctica, Arctic and Sahara Desert	See MTP for coverage	Drusillas
2	1	*How is the land around Ditchling used?*	Continents and Oceans UK	Small area of the UK (Local Area)	Key physical features of local area	Key human features of local area	See MTP for coverage	Local area walk
2	4	*How does the geography of Kampong Ayer compare with my locality?*	Continents and Oceans	Small area of contrasting non-European country	Weather and Seasons Hot and cold areas of world Key physical features of Kampong Ayer	Equator North & South Pole Key human features of Kampong Ayer	See MTP for coverage	
2	6	*Why do we love being beside the sea so much?*	UK	Small area of the UK – Sussex	Weather and Seasons Hot and cold areas of world Physical features of the coast	Human features of the coast	See MTP for coverage	Brighton i360

LOWER KEY STAGE 2

3	1	*Why are jungles so wet and deserts so dry?*	North America South America Latitude and longitude	Human and Physical Geography	Climate zones, biomes and vegetation belts	Land use, natural resources and economic activity	See MTP for coverage	Wakehurst
3	3	*Beyond the Magic Kingdom: What is the Sunshine State really like?*	North America environmental regions, key physical and human characteristics, countries and cities	Human and physical geography of a region within North America	Climate zones, biomes and vegetation belts, rivers and mountains	Land use, economic activity and natural resources	See MTP for coverage	
3	5	*Why do half the people in the world live in megacities?*	North America South America UK Latitude and longitude	Human Geography	Changes in physical features of cities	Types of settlement and land use and economic activity	See MTP for coverage	Brighton
4	1	*How can we live more sustainably?*	UK	Local area	Water cycle	Natural resources	See MTP for coverage	Local Recycling Centre
4	3	*Why do some earthquakes cause more damage than others?*	Europe environmental, key physical and human characteristics, countries and cities	Human and physical geography of a region in a European country	Earthquakes	Types of settlement and land use, economic activity and natural resources	See MTP for coverage	
4	5	*Why is Brighton such a popular tourist destination?*	UK, Local area North East region	Human and physical geography of North East and local area	Changes in physical features of local area	Types of settlement and land use and economic activity	See MTP for coverage	

UPPER KEY STAGE 2

5	1	*How do volcanoes effect the lives of people on Hiemaey?*	Europe environmental, key physical and human characteristics, countries and cities	Human and physical geography of a region in a European country	Volcanoes	Types of settlement and land use, economic activity and natural resources	See MTP for coverage	
5	3	*How is climate change affecting the world?*	Environmental regions of Europe, North America and South America UK; Lines of latitude and longitude	Local area	Climate zones, biomes and vegetation belts	Distribution of natural resources	See MTP for coverage	Rampion Windfarm
5	6	*Why are mountains so important?*	Physical and human characteristics of Europe, North America and South America UK	Contrasting region in a European country	Mountains	Economic activity and distribution of natural resources	See MTP for coverage	
6	3	*What is the most valuable resource in the world and who owns it?*	Latitude and longitude, Northern and Southern Hemisphere	Physical Geography	Rivers and the water cycle	Economic activity and distribution of natural resources The distribution of natural resources	See MTP for coverage	Cuckmere Haven
6	5	*Why is Fair Trade fair?*	Key physical and human characteristics of North America; Europe	Local area	Climate zones, biomes and vegetation belts	Settlement and land use, economic activity including trade links and distribution of natural resources	See MTP for coverage	
6	6	*Who are National Parks for?*	Key physical and human characteristics of North America; UK	Areas of Outstanding Natural Beauty	Climate zones, biomes and vegetation belts, mountains and rivers	Types of land use, economic activity and distribution of natural resources	See MTP for coverage	South Downs

Progression in Knowledge and Skills: EYFS Geography Investigations

Investigation Focus	***How can I make a map of my world?***	***What different features can I see in Ditchling?***	***Why isn't the weather always the same?***
Content Threads	*Environments Maps* *Weather Seasons* *Tracks, Trails and Routes* *Human features Physical features* *Locality*	*School grounds Locality* *Environments Maps* *Physical features* *Human features*	*Environments Weather* *Maps Seasons* *Human features Locality* *Physical features School grounds*
Substantive Knowledge summary (see Medium Term Plan for details)	**Learn about:** *Animal and human tracks and trails* *Observing and distinguishing physical and human features* *How the natural world changes during the four seasons* *Creating a nature trail* *Drawing their route to school* *Using directional language to describe their route to school* *Recalling the order of things observed along their journey to school* *Different kinds of maps and how symbols are used to show features on maps* *How to draw a simple map of their school grounds*	***Learn about:*** *Features of the school grounds* *The distinction between physical and human features* *Geographical features of the locality of school* *Locating some features of the school grounds and of their locality on an outline plan* *Distinguishing land and sea on maps and globe* *How the globe represents Earth* *How they live in a country called The United Kingdom* *How simple symbols are used on maps* *Locate the United Kingdom on world map and globe*	**Learn about:** *Different types of weather* *How weather affects their lives* *Recording observations of weather* *How weather and the natural world changes with seasons* *Different types of cloud* *The origin and importance of rainfall* *What causes shadows* *How people can affect their environment positively and negatively* *Keeping safe in sunny and very cold weather* *How water changes its state of matter when it freezes and thaws* *How moving air causes the wind* *How things including themselves are affected by the wind*
Disciplinary knowledge Geographical techniques threads	*World wall map Globe Terrestrial photos* *Atlas Aerial photos Satellite images* *Google Earth*	*World wall map Globe Terrestrial photos* *Atlas Aerial photos Satellite images* *Simple plan Google Earth* *Google Street View*	*World wall map Globe Terrestrial photos Atlas* *Aerial photos Satellite images* *Google Earth Simple plans* *Ordnance Survey floor maps*
Disciplinary Knowledge Critical thinking skills	Pupils lay the foundations of their geographical knowledge of their home and its surroundings, the school grounds and its immediate locality, a sense of the United Kingdom and aspects of life in the wider world as they begin to ***recognise, identify, describe and compare*** physical and human features they ***observe*** using some ***basic geographical techniques and a range of simple but accurate subject vocabulary.*** →		
Second Order Concepts threads	*Place Location Processes* *Scale Interaction Environment Distribution Diversity* *Structure and Function (Science)* *Similarity and Difference (Science)* *Organisation (Science)*	*Place Environment Location Diversity Interaction* *Distribution*	*Place Location Processes Interaction Interdependence* *Environment Diversity* *Change (Science)* *System (Science)* *Similarity and Difference (Science)*
Substantive Concepts threads (also specialist vocabulary and key terms)	*Adaptation Biodiversity* *Weather Route* *Physical feature Nature* *Human feature Landscape* *Habitat*	*Continent Ocean* *Country Settlement* *Route Physical feature* *Human feature Planet*	*Adaptation Weather* *Natural Physical feature* *Human feature Landscape* *Habitat Water*

Additional specialist vocabulary and key term threads	*Symbol Natural Track Trail Season Journey Wildlife Impression Lake Jungle Cave Landmark Countryside Direction*	*Map Landscape Village Town City Sea World Symbol*	*Temperature Atmosphere Shadow Droplet Season Gale Summer Autumn Spring Winter Freeze Waterproof Ice Icicle Thaw Stormy*

Progression in Knowledge and Skills: Collins Connected Geography - Key Stage 1

Enquiry	***How does the weather affect our lives?***	***Why does it matter where my food comes from?***	***Why don't penguins need to fly?***	***How is the land around Ditchling Used?***	***How does the geography of kampong Ayer compare with where I live?***	***Why do we love being beside the seaside so much?***
Substantive Knowledge ***Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details).***	Locational knowledge *Continents and Oceans* Human and physical geography *Daily and seasonal weather patterns in UK* *Hot and cold areas of the world* *Equator and the North and South Poles*	Locational knowledge *Four countries and capital cities of the United Kingdom and its surrounding seas* Human and physical geography *Daily and seasonal weather patterns in the United Kingdom*	Locational knowledge *Continents and Oceans* Human and physical geography *Daily and seasonal weather patterns in the UK* *Hot and cold areas of the world* *Equator and the North and South Poles*	Locational knowledge *Continents and Oceans* *Four countries and capital cities of the United Kingdom and its surrounding seas* Place knowledge *Small area of the United Kingdom* Human and physical geography *Local area*	Locational knowledge *Continents and Oceans* Place knowledge *The human and physical geography of a small area in a contrasting non-European country* Human and physical geography *Hot and cold areas of the world* *The Equator and the North and South Poles*	Locational knowledge *Continents and Oceans* *Four countries and capital cities of the United Kingdom and its surrounding seas* Human and physical geography *Coasts*
Disciplinary knowledge ***Geographical techniques threads***	*World wall map* *Terrestrial photos* *Atlas maps* *Aerial photos* *Globe maps* *Satellite photos*	*World wall map* *Terrestrial photos* *Atlas maps* *Aerial photos* *Globe maps* *Satellite photos*	*World wall map* *Terrestrial photos* *Atlas maps* *Aerial photos* *Globe maps* *Satellite photos*	*World wall map* *Terrestrial photos* *Atlas maps* *Aerial photos* *Globe maps* *Satellite photos*	*World wall map* *Terrestrial photos* *Atlas maps* *Aerial photos* *Globe maps* *Satellite photos*	*World wall map* *Terrestrial photos* *Atlas maps* *Aerial photos* *Globe maps* *Satellite photos*

	Fieldwork – observe, record and present data *Pictogram*	*Pictogram and Bar Graph*	*Pictogram, Bar Graph, Annotated Sketch and Flow Diagram*	*O.S. 1;25,000 map* *Google Street View* *Land Use map* *Fieldwork – observe, record and present data* *Pictogram, Bar Graph, Line Graph, Tally Chart*	*Plan* *Pictogram, Bar Graph, Line Graph, Tally Chart*	*Fieldwork – observe, record and present data* *Pictogram, Bar Graph, Line Graph, 8 Points of Compass*
Disciplinary Knowledge Critical thinking skills	Pupils develop geographical knowledge of their locality, the United Kingdom and the wider world through ***identifying and selecting*** information from a variety of sources, using a number of geographical techniques, to ***describe, compare and suggest reasons*** for the physical and human features they ***observe*** and the interaction of people with them **using basic subject-specific vocabulary** →					
Second Order Concept threads	*Place Location Processes Change Interaction* *Environment Interdependence*	*Place Location Processes Change Interaction Environment Distribution Interdependence Sustainability Diversity*	*Place Location Processes Interaction Environment Distribution Interdependence*	*Place Location Processes Scale Interaction Environment Distribution Diversity Interdependence Sustainability*	*Place Location Processes Scale Interaction Interdependence* *Environment Distribution Sustainability Diversity*	*Place Location Interaction* *Environment Scale Distribution*
Substantive Concept threads (also specialist vocabulary and key terms)	Continent Weather Tropical Temperate Ocean Desert Polar Country	Continent Weather Polar Temperate Trade Raw material Economic activity Ocean Settlement Tropical Country Transport Agriculture Nation	Continent Weather Polar Temperate Trade Raw material Economic activity Settlement Ocean Desert Tropical Country Transport Agriculture System Climate	Continent Weather Settlement Transport Economic activity Agriculture Service Island Ocean Nation Country Recreation Land use Residential Region Coast	Continent Weather Settlement Transport Economic activity Agriculture Service Weather Island Ocean Nation Country Recreation Residential Region Climate Coast	Continent Weather Coast Trade Climate Recreation Conservation Ocean Nation Country Transport Leisure Tourism Health
Additional specialist vocabulary and key term threads	*Pattern* *North Pole* *Atlas* *Satellite* *Anemometer* *Adaptation* *Antarctica* *Expedition* *Human* *Equator* *South Pole* *Globe* *Thermometer* *Season* *Gauge* *Okta* *Physical* *Atmosphere*	*Season* *Human* *Import* *Refine* *'Free range'* *Hill* *Wood* *Hedgerow* *City* *Fruit* *Pasture* *Growing season* *Plantation* *Physical* *Farm* *Export* *Process* *Countryside* *Field* *Forest* *Livestock* *Village* *Vegetable* *Lake* *Factory* *Harvest*	*Antarctica* *Sahara* *Food chain* *City* *Waterfall* *North Pole* *Expedition* *Human* *Tundra* *Valley* *Northern Hemisphere* *Southern Hemisphere* *Adaptation* *Arctic* *Habitat* *River* *Equator* *South Pole* *Physical* *Ice sheet* *Predator* *Coast* *Iceberg*	*Physical* *Rural* *Mountain* *Moor* *Forest* *Cliff* *Farm* *Town* *Landscape* *Storm* *Landslide* *Commercial* *Human* *Urban* *Hill* *Heath* *Beach* *City* *Countryside* *Village* *Arable* *Motorway* *Open space* *Retail*	*Physical* *Rural* *Village* *River* *Low tide* *Northern Hemisphere* *Southern Hemisphere* *Time zone* *Vegetation* *Emergent* *Human* *Urban* *Landscape* *High tide* *Adaptation* *Rainforest* *Understorey* *Canopy*	*Adaptation* *Habitat* *Physical* *Coast* *Urban* *Low tide* *Holiday* *Code* *Hill* *Forest* *Cliff* *Food chain* *River* *Human* *Rural* *High tide* *Season* *Pollution* *Mountain* *Moor* *Beach* *Sand dune*

Progression in Knowledge and Skills: Collins Connected Geography – Lower Key Stage 2

Enquiry	***Why are jungles so wet and deserts so dry?***	***Beyond the Magic Kingdom: What is the Sunshine State really like?***	***Why do so many people live in megacities?***	***How can we live more sustainably?***	***Why do some earthquakes cause more damage than others?***	***Why is Brighton such a popular tourist destination?***
Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details) Highlighted red - introduced at Key Stage 1	Locational knowledge *South America* Physical geography *Climate zones, Biomes and Vegetation Belts, Water Cycle*	Locational knowledge *North America* Place knowledge A region within *North America* Physical geography *Climate zones, Biomes and Vegetation belts* *Rivers and Mountains* Human geography *Settlement, Economic Activity*	Locational knowledge *South America* Place knowledge A region within *South America* Human geography *Settlement, Land Use, Economic Activity*	Place knowledge *United Kingdom* Human geography *Economic activity* *Natural Resources*	Locational knowledge *South America* Physical geography *Earthquakes and Volcanoes*	Locational knowledge *United Kingdom* Place knowledge A region within the *United Kingdom* Human geography *Settlement, Land use, Economic Activity*
Disciplinary knowledge Geographical technique threads. Highlighted red - introduced at Key Stage 1	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps O.S. 1:25,000 map Number Letter Co-ordinates Four Figure Grid References Themed maps – population distribution and density. Pictorial map, Choropleth map Fieldwork – observe, record and present data Pictogram, Bar Graph, Line Graph, Tally Chart, Climate Graph	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps Themed maps – population distribution and density, pictorial maps, Choropleth map Pictogram, Bar Graph, Line Graph, Tally Chart, Cross section, Tabular data and Scatter Graph	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps Themed maps – population distribution and density, pictorial maps, Choropleth map Pictogram, Bar Graph, Line Graph, Tally Chart, Cross section, Tabular data and Scatter Graph	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps Themed maps – population distribution and density, pictorial maps, Choropleth map Pictogram, Bar Graph, Line Graph, Tally Chart, Tabular data	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps Themed maps – population distribution and density Choropleth map Pictogram, Bar Graph, Line Graph, Tally Chart, Cross section, Tabular data and Scatter Graph	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps O.S. 1:25,000 map Number Letter Co-ordinates Four Figure Grid References Themed maps – population distribution and density. Pictorial map, Choropleth map Fieldwork – observe, record and present data Pictogram, Bar Graph, Line Graph, Tally Chart, Tabular data and Climate Graph
Disciplinary Knowledge Critical thinking skills	Pupils develop a more detailed knowledge of their locality, the United Kingdom and the wider world through ***selecting and synthesising*** information from a range of sources, using more complex geographical techniques, to ***explain through more informed responses*** the physical and human features they ***observe*** and the interaction of people with them, **using more sophisticated subject-specific vocabulary** →					
Second Order Concepts threads Highlighted red – introduced at Key Stage 1	Place Environment Location Scale Distribution Sustainability Interdependence Processes Change Interaction Diversity	Place Environment Location Scale Distribution Sustainability Interdependence Processes Change Interaction Diversity	Place Environment Location Scale Distribution Sustainability Interdependence Processes Change Interaction Diversity	Place Environment Location Scale Distribution Sustainability Interdependence Processes Change Interaction Diversity	Place Environment Location Scale Distribution Sustainability Interdependence Processes Change Interaction Diversity	Place Environment Location Scale Distribution Sustainability Interdependence Processes Change Interaction Diversity

Substantive Concepts threads (also specialist vocabulary and key terms) ***Highlighted red – introduced at Key Stage 1***	Weather Climate Region Relief	Desert Biome Biodiversity	Continent Region Hazard Country Economic Activity	Tourism Conservation Recreation Development Climate	Continent Economic activity Development Migration Trade	Country Settlement Tourism Leisure Region	Natural Resources Energy Development Economic activity	Conservation Transport Agriculture Biodiversity	Continent Country Region	Ocean Hazard Development	Nation Transport Leisure Tourism Economic activity	Country Settlement Recreation Conservation Industry
Additional specialist vocabulary and key term threads ***Highlighted red – introduced at Key Stage 1***	Pattern Landscape Fauna Atacama Ecosystem Convectional Prevailing wind	Precipitation Flora Inhabited Amazonia Adaptation Habitat Rainforest Drought	Pattern Peninsula National park Fold mountain Season Habitat Endangered Temperate	State Hurricane Everglades Rockies Ecosystem Pollution Sub-tropical Amenity	Pattern Megacity Urban Inhabitants Attraction Density Congestion Employment	City Rural Urbanisation Capital city Constraint Favela Pollution	Renewable Generation Fossil fuel Global warming Greenhouse gas Ecosystem Pollution Sustainable development	Non-renewable Habitat Quality of life Source Raw material Deforestation Climate change	Pattern Magnitude Tsunami Earthquake Epicentre Mantle Core Magma Caldera Pacific Ring of Fire	Correlation Richter Scale Volcano Fissure Tectonic plate Crust Fault Eruption Cone	Pattern Human Urban Global warming Climate change Land use Deforestation Commercial Redevelopment	Physical Rural Correlation Flash flood Residential Public service Hypothesis Open space

Progression in Knowledge and Skills: Collins Connected Geography – Upper Key Stage 2

Enquiry	***How do volcanoes affect the lives of people on Hiemaey?***	***How is climate change affecting the world?***	***Why are mountains so important?***	***What is the most valuable resource in the world and who owns it?***	***Why is Fairtrade fair?***	***What are National Parks for?***
Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details) ***Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2***	Locational knowledge *Europe* *Lines of latitude & Longitude* Place knowledge *Region in a European country* Physical geography *Volcanoes and Climate Zones* Human geography *Economic activity, Trade and Natural resources*	Locational knowledge *United Kingdom* Physical geography *Climate zones, Biomes and Vegetation belts* Human geography *Settlement and Land Use, Trade, Economic Activity and Natural Resources*	Locational knowledge *United Kingdom* Physical geography *Mountains* Human geography *Settlement and Land Use* *Economic Activity* *Natural resources*	Locational knowledge *United Kingdom* Physical geography *Rivers and Water cycle* Human geography *Settlement and Land Use* *Economic activity*	Locational knowledge *Europe, North America, South America* Human geography *Economic activity, Trade and Natural resources*	Locational knowledge *United Kingdom, North America* Physical geography *Vegetation belts, Mountains, Rivers* Human geography *Settlement and Land Use, Economic Activity and Natural Resources*

Disciplinary knowledge ***Geographical techniques threads.*** ***Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2***	World wall map, Atlas maps, Terrestrial photos, Aerial photos, Satellite photos, Globe maps, Themed maps – population distribution and density, Choropleth map, political and relief maps, Pictogram, Bar Graph, Line Graph, Tally Chart, Climate Graph, Located Proportional Bars	World wall map, Atlas maps, Terrestrial photos, Aerial photos, Satellite photos, Globe maps, O.S. 1:25,000 map, Themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps, Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References, Six Figure Grid References, Climate Graph	World wall map, Atlas maps, Terrestrial photos, Aerial photos, Satellite photos, Globe maps, O.S. 1:25,000 map, Themed maps – population distribution and density, pictorial maps, Choropleth map, Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References, Six Figure Grid References, Straight and actual distance measurement using scale, Contour cross section	World wall map, Atlas maps, Terrestrial photos, Aerial photos, Satellite photos, Globe maps, O.S. 1:25,000 map, Themed maps – population distribution and density, Choropleth map, Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References, Six Figure Grid References, Straight and actual distance measurement using scale, Contour cross section, Fieldwork – observe, record and present data	World wall map, Atlas maps, Terrestrial photos, Aerial photos, Satellite photos, Globe maps, O.S. 1:50,000 map, Themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps, Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References, Six Figure Grid References	World wall map, Atlas maps, Terrestrial photos, Aerial photos, Satellite photos, Globe maps, O.S. 1:50,000 map, Themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps, Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References, Six Figure Grid References, Straight and actual distance measurement using scale, Contour cross section, Annotated sketch map
Disciplinary Knowledge Critical thinking skills	Pupils generate more in-depth and nuanced knowledge of their locality, the United Kingdom and the wider world through ***selecting and synthesising*** information from a wide range of sources, using an extensive range of geographical techniques, to ***explain, evaluate*** and make ***informed and justified conclusions and judgements***, about geographical processes and issues **using increasingly specialist vocabulary and technical terms**					
Second Order Concept threads ***Highlighted red – introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2***	*Place, Processes, Location, Change, Scale, Interaction, Distribution, Sustainability, Interdependence, Diversity*	*Place, Processes, Location, Change, Scale, Interaction, Distribution, Sustainability, Interdependence, Diversity*	*Place, Processes, Location, Change, Scale, Interaction, Distribution, Sustainability, Interdependence, Diversity*	*Place, Processes, Location, Change, Scale, Interaction, Distribution, Sustainability, Interdependence, Diversity*	*Place, Processes, Location, Change, Scale, Interaction, Distribution, Sustainability, Interdependence, Diversity*	*Place, Processes, Location, Change, Scale, Interaction, Distribution, Sustainability, Interdependence, Diversity*
Substantive Concepts threads (also specialist vocabulary and key terms) ***Highlighted red – introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2***	Hazard, Climate, Region, Energy, Island, Country, Natural resources, Trade, Settlement, Tourism	Weather, Government, Climate, Sustainability, Desert, Energy, Natural resources, Hazard, Economic activity, Coast	Relief, Country, Agriculture, Tourism, Sustainability, Energy, Conservation, Climate	Relief, Hazard, Climate, Transport, Management, Agriculture, Leisure, Recreation, Economic Activity, Energy	Natural Resources, Trade, Country, Transport, Economic activity, Climate, Sustainability	Relief, Sustainability, Natural resources, Industry, Recreation, Region, Leisure, Tourism, Management, Conservation

Additional specialist vocabulary and key term threads ***Highlighted red – introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2***	Pattern	Volcano	Atmosphere	Renewable	Non-renewable	Renewable	River	Landscape	Route	Service	Pattern	Landscape
	Lava	Tectonic plate	Climate change	Tropical	Mountain	Landscape	Source	Habitat	Domestic	Ethical	National Park	Upland
	Mantle	Crust	Global warming	Polar	Sustainable	Pattern	Mouth	Ecosystem	International	Export	Lowland	Physical
	Fault	Core	Raw material	Drought	Fold mountain	Strata	Tributary	Port	Import	Estuary	Human	Conflict
	Magma	Eruption	Temperate	Ice sheet	Tectonic plate	Range	Course	Financial	Producer	Consumer	Land use	Urban
	Mid-Atlantic Ridge	Composite	Non-renewable	Landscape	Igneous	Crust	Channel	Commercial	Manufacturer	Co-operative	Rural	Urbanisation
	Landscape	Archipelago	Carbon footprint	Wildfire	Sedimentary	Mantle	Confluence	Monsoon	Retailer	Port	Remote	Vegetation
	Geothermal	Glacier	Adaptation	Emission	Metamorphic	Core	Estuary	Land use	Certified	Goods	Cultural heritage	Accessible
	Ice sheet	Constraint	Sustainable	Mitigation	Precipitation	Valley	Water cycle	Precipitation	Container ship	Guaranteed	Inclusive	
	Solidify	Processing	Desertification	Tidal surge	Reservoir	Fossil	Meander	Flash flood	Raw material	Processing		

Quality First Teaching in Geography

Using the Learning Organisers to build working walls for history. All vocabulary should be in Widget form on the working walls.

- Ensuring adaptive practice and access to learning for all is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school EAL policies, to enable all pupils to make good and sustained progress in geography by ensuring that the challenge of learning opportunities always accords with the ability of each pupil. Therefore throughout our adaptive practice we take due regard of factors such as classroom organisation, learning materials and the learning environment. We ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets and a broad range of learning and teaching strategies including questioning and working with additional adults where appropriate.
- Differentiating by learning environment is as crucial as differentiating by task, outcome, learning style or aptitude and this is recognised through the inclusion of regular fieldwork opportunities in our geographical enquiries. In addition, we recognise that as well as having an inclusive curriculum and approaches to learning and teaching our assessment procedures must also be inclusive. To this end our formative assessment methods are holistic and wide ranging, valuing oracy and practical outcomes equally alongside more conventional written responses.
- In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

Assessment in Geography

Each enquiry which forms our programme of learning and teaching in geography sets out clear objectives and outcomes for the pupils in terms of substantive and disciplinary knowledge and understanding and skills' acquisition. These outcomes are listed as 'end points of learning' i.e. the criteria against which a pupil will be judged to be making good progress. Additional criteria define what 'working at greater depth' will entail. Each enquiry question and end point also suggest a range of formative and ongoing ways in which a teacher can assess whether a pupil has achieved the appropriate end points of learning. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning or address gaps in learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use these formative assessments to build an emerging picture of what the pupil knows, understands and can do in relation to the end points of learning. Consequently at the end of each enquiry a teacher is able to make an informed and confident 'best fit' judgment as to whether the pupil is making good progress or working at greater depth.

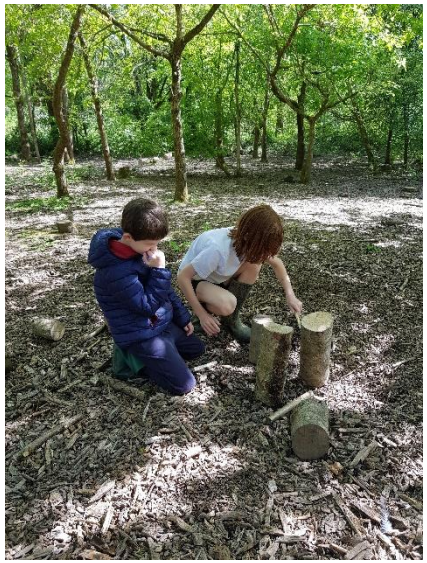
Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each question.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies using the end-points as an assessment framework:

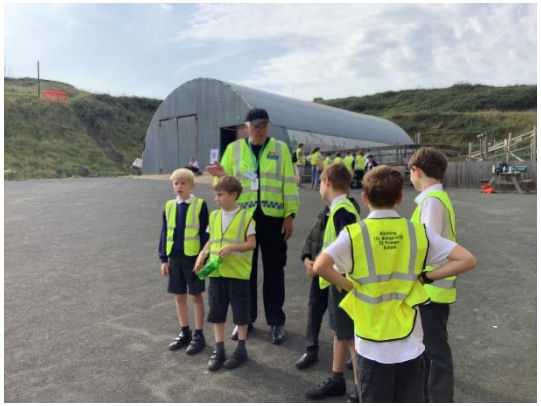
- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to which recognises successful aspects of the children's work, as well as informing subsequent dialogue to address errors and misconceptions.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each key question, to inform focused consolidation where this is necessary.

There is a strong focus on developing the quality, presentation and content of children's written work across all subjects through our 'Beautiful books' standards.

Enrichment in Geography

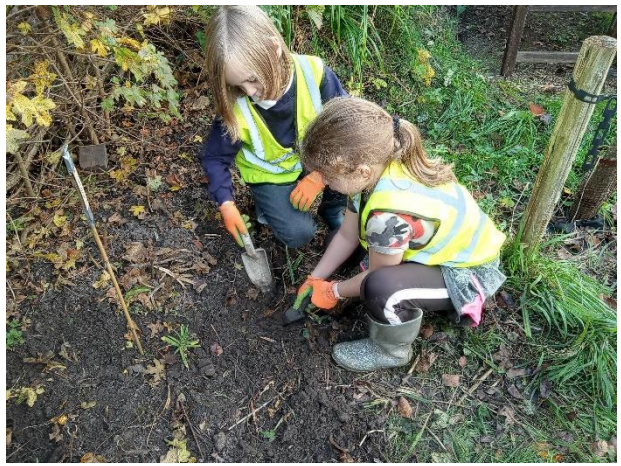


Fieldwork in the local area

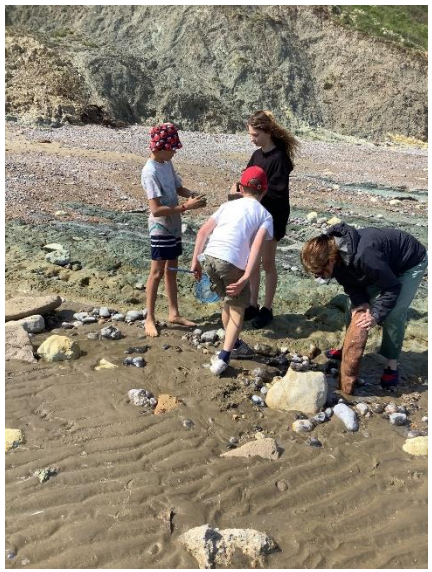


Fieldwork trips outside of our locality

Residential trips



Visitors from local organisations linked to geography



Opportunities through our own Forest School curriculum