

Preston Primary School

Curriculum Design for Geography

INTENT

Through the teaching of geographical skills, knowledge and understanding of the National Curriculum, we provide a high-quality geography education which inspires pupils' curiosity and fascination about the world and the people who live in it. We pay special attention to the fact we are a coastal school and ensure that children are aware of the advantages and disadvantages of living by the sea. Many of our children will remain in Torbay into adulthood and will gain jobs in the tourist industry. For this reason, projects are designed to support children in understanding of our local area. In addition to this, we recognise the importance of our children having a knowledge and understanding of the wider world, to broaden their horizons and to recognise and appreciate a life and opportunities outside Torbay. Throughout the curriculum, children are given opportunities to make comparisons to other localities; care has been taken to choose these locations so that learning remains relevant and purposeful. The geography curriculum is designed to develop knowledge and skills that are progressive, as well as transferrable not just throughout the time at Preston but beyond into further education and the world of work.

IMPLEMENTATION

In our teaching we use an enquiry-based approach and objectives are delivered through long and short enquiries. The skills specific to geography are taught each and every year and we write a medium-term plan using one note to ensure coverage, continuity and progress in learning. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future enquiries. Every child regardless of their barriers to learning, achieve and understand the full geography curriculum. Geographical knowledge and key vocabulary are explicitly identified in each enquiry and this is made clear to the children through our knowledge organisers. Every child has a copy in their books and these are shared with parents. Children are given a quiz at the end of each enquiry to ensure they have learned the identified knowledge. These scores are recorded and used to consider future teaching needs. To support pupils to know and remember more, concepts are taught in a cyclical learning approach, each year, with teachers referring to the learning of these concepts in previous years.

IMPACT

Impact of teaching and learning will be determined through subject monitoring, SLT reviews and Kahoot quizzes. We will know if we have planned carefully for progress and achievement if children have met their 'end points' or age-specific national expectations for pupils aged 7, 9 and 11 years as documented in 'A progression framework for geography' written by the Geographical Association. We will know if children have made progress if they can talk confidently about the content of the learning enquiry they have studied using the knowledge organiser. Learning will be successful if it is able to be retrieved from pupil's long-term memory and to be built upon.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible or Pupil Premium funding and those with SEND

We know that in Geography, there are pupils who may find other curriculum areas challenging who excel in these lessons. Children with an interest in general knowledge and the world around them are encouraged to be independent in their learning and to have a thirst to do well. Good teaching for children with SEND is good teaching for all pupils. Geography is a subject we learn about other peoples' lives in other context but in very positive ways. Through Geography pupils will value contributions others bring. In our lessons there will be flexible grouping, cognitive and metacognitive talk as the teachers provide explicit instructions modelling talking like a geographer, stressing vocabulary and scaffolding the learning moving pupils from guided to independent work.

Curriculum Organisation 2021-22

Our Geography curriculum for KS1-KS2 follows a progression of skills which is organised into the following main themes based on the geographical association recommendations: location knowledge, place knowledge, human and physical features and skills and fieldwork. There is an expectation that children will use their prior learning and build upon this as they journey through Preston School. Children will reach an **end point** where their understanding of the World has been strengthened and deepened through this purposefully mapped out curriculum.

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 FS	<ul style="list-style-type: none"> Name and describe people who are familiar to them. Understand that some places are special to members of their community. Explore the natural world around them, making observations in the woodland camp. Compare a classroom area to an outside area. What makes a place the way it is? 		<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them, making observations in the woodland camp. Experience different weather conditions and discuss impact 		<ul style="list-style-type: none"> Explore EYFS outdoor area, naming and noticing its features. Draw simple maps of the outdoor areas. Explore the immediate local area by walking to the post office and co-op shop. Explore the natural world around them, visit Preston Sands. What can you do there? 	
Unit 2 Year 1 & 2	Seasonal and daily weather in the UK and a comparison to a different locality.		Fieldwork: investigate the human and physical features of the school and the grounds.	Oceans: name and locate the world's seven continents and five oceans.	My local area: visit Scadson Woods map work and a structured enquiry. How do people use the woods and enjoy it?	
Unit 3 Year 3 & 4	Locate the worlds countries with a deeper look into the location of European countries and their capital cities.	Fieldwork: use the school and grounds to investigate 'where does the water go when it rains?' Learn about the water cycle. Investigate and record rain fall and temperature using thermometers and rain gauges.	Fieldwork: local study on the Livermead area to learn about economic activity e.g., find out how far people travel to the co-op/post office and why.		Preston beach trip explore physical features. Visit local town of Paignton. How does it compare to Livermead suburb? Why do people visit Paignton? Tourism and trade.	
Unit 4 Year 5 & 6	Climate change and natural disasters	Local study – Dawlish Warren and Oddicombe Beach – physical features e.g., erosion and landslides		Environmental: plastic pollution and the impact on our planet. Beach clean – Preston Sands.		

				Fieldwork: To use the school and grounds to investigate 'how can our school reduce its plastic waste?'		
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Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 2 Year 1 & 2	Identify countries and cities of the UK and compare to The Gambia			Fieldwork: visit local charity shop and estate agents and find out what happens there and why people go there. Survey: how many people visit in a set time?	Local trip to Preston beach to study the human and physical features.	
Unit 3 Year 3 & 4	Human and physical features of Africa, with a closer look Egypt Fieldwork: visit woodland camp and Scadson Woods to study ecosystems.			Brixham fishing port What lies beneath? Understand trade and economic activity of natural resources in the Oceans.		
Unit 4 Year 5 & 6	Exploration of the world, to include North America, South America, Australasia, and Asia	Fieldwork: visit stream in Cockington or Scadson Woods to investigate its physical features and its use by people now and in the past. River study visit Teign river source to mouth.			Physical and human features of Antarctic and Arctic regions.	

End Points and Expectations

We will use the benchmarking expectations in 'A Progression Framework for Geography' produced by the Geographical Association, to help plan an engaging and challenging key stage that provides opportunities for pupils to make progress. We will assess three aspects of achievement in geography:

- **Contextual world knowledge** of locations, places and geographical features.
- **Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.
- **Competence in geographical enquiry**, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

Opportunities to assess are built into our curriculum plans. We will use the benchmark statements to inform and set expectations for pupils' achievement and to create assessment criteria in the individual teaching units. We will provide formative day to day assessment, end of long or short enquiry assessments which may be quizzes, short tests or purposeful assessment tasks which may be labelling a diagram or answering an open ended, rich question for instance, are all rivers the same? There is an expectation that the subject lead in geography will monitor the subject along with SLT by looking at books, quizzes and assessment tasks as well as talking to children about their learning at the end of a short or long enquiry. The lead will provide continuing professional development that is aligned with the curriculum and will build colleagues content knowledge as well as ensure a familiarity with classroom practice across the school.

By the end of Key Stage 1, expectations by age 7, children will:	By the end of Year 4, expectations by age 9, children will:	By the end of Key Stage 2, expectations by age 11, children will build on their prior knowledge and extend this further. Children will:
Contextual world knowledge of locations, places and geographical features		
<ul style="list-style-type: none"> • Demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts. 		
<ul style="list-style-type: none"> ✓ Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. 	<ul style="list-style-type: none"> ✓ Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. 	<ul style="list-style-type: none"> ✓ Have a more detailed and extensive framework of knowledge of the world, including global significant physical and human features and places in the news.

By the end of Key Stage 1, expectations by age 7, children will:	By the end of Year 4, expectations by age 9, children will:	By the end of Key Stage 2, expectations by age 11, children will build on their prior knowledge and extend this further. Children will:
Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.		
<ul style="list-style-type: none"> • Extend from the familiar and concrete to the unfamiliar and abstract • Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments • Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs. 		
<ul style="list-style-type: none"> ✓ Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some 	<ul style="list-style-type: none"> ✓ Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate 	<ul style="list-style-type: none"> ✓ Understand in some detail what a number of places are like, how and why they are similar and different, and

similarities and differences and simple patterns in the environment.	surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.	how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments
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By the end of Key Stage 1, expectations by age 7, children will:	By the end of Year 4, expectations by age 9, children will:	By the end of Key Stage 2, expectations by age 11, children will build on their prior knowledge and extend this further. Children will:
Competence in geographical enquiry , and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information		
<ul style="list-style-type: none"> Increasing the range and accuracy of pupils' investigative skills and advancing their ability to select and apply these with increasing independence to geographical enquiry. 		
<ul style="list-style-type: none"> ✓ Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. 	<ul style="list-style-type: none"> ✓ Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently 	<ul style="list-style-type: none"> ✓ Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view

Early Years Foundation Stage

The statements that are applicable to the development of children's geographical understanding and knowledge are drawn from Understanding the World and The natural world where children are guided to make sense of their physical world and their community, and Mathematics, where children's positional language and descriptions of routes and locations is progressed.

Knowledge, Skills and Understanding breakdown for Geography

Foundation Stage

All year children will explore the natural world around them, making observations. They will recognise some environments that are different to the one in which they live. They will understand important processes and changes like the seasons and weather.

Geography in the EYFS focuses on the development area of Understanding of the World. In the EYFS children are given opportunities throughout the year within their continuous provision to explore, ask and answer questions about the immediate environment; local area, school grounds, family, local community, seasons and weather. They will talk about members of their immediate family and community. In the EYFS Understanding of the World is developed throughout the year and revisited in line with children's interests and learning needs. Planning is flexible and where links can be made to the wider world, discussions of space, place and people should be made.

The children will be introduced to the wider world around them through key teaching of space, place and people and through further exploration begin to offer thoughts and ideas and recognise similarities and differences between life in this country and life in other countries.

Children will be given opportunities to develop understanding of key skills such as early map reading and develop their own journey maps that encourage key geographical vocabulary.

Knowledge, Skills and Understanding breakdown for Geography

Unit 2 (Year 1 & 2)

Long Enquiry

Cycle A (A)

Seasonal weather

Local and National weather patterns; plotting these on a chart looking at weather forecasts.

Knowing the four seasons, when they are and how the weather changes with each season.

Clothing and different activities when the weather changes.

Record the temperature using a thermometer and measure rain using a rain gauge.

The main features of a hot and cold place.

How the weather in the UK is different from other countries for example in Tromsø in Norway. **(Autumn 1)**

Cycle B (B)

Human and physical features of a non-European country e.g., comparison study of the physical and human geography of the UK and compare to Gambia. Compare rural to a city within Africa. Plot Gambia on a map and use symbols in a key and aerial photograph to mark its major features. **(Autumn 1)**

Location knowledge



- Identify hot and cold areas in the world and begin to understand climate in simple terms e.g., consider what they might wear. **Year 1 (A)**
Name the four countries of the UK. **Year 1 (A)**
- Name and locate some of the main towns and cities in the United Kingdom (inc. England, Wales, Scotland,

Place knowledge



- Use simple geographical vocabulary to describe key features of a place or location e.g., hill, local, a road, coastline, woods, beach, coast, cliff. **Year 1 (B)**
Consider geographical questions e.g., what is it like to live in this place? Where is this place? How has it changed? **Year 1 and 2 (B)**

Human features



- Recognise simple human features on an aerial photograph or simple map, showing an awareness that objects look different from above. **Year 1 (B)**
- How have humans attempted to overcome extreme conditions. **Year 1 (B)**
 - Explain how the jobs people do may be different in different parts of the world.

Physical features



- Name the four seasons and describe typical weather conditions for each. **Year 1 (A)**
- Describe in simple terms how wind or water has affected the geography of an area. **Year 1 (A)**
 - Recognise simple physical features on an aerial photograph or

Skills and fieldwork



- Observe and record in different ways e.g., identify buildings on a street. **Year 1 (A)**
- Communicate in different ways and use information texts and the web to gather information about the world's human and physical

<p>Ireland, Torquay, Paignton, Exeter, London, Edinburgh, Cardiff, Belfast, Dublin)</p> <p>Year 1 (A)</p> <ul style="list-style-type: none"> Name the continents of the world and find them in an atlas (Europe, North America, Africa, Asia, Antarctica, Oceania) <p>Year 2 (A)</p> <p>Name the world's oceans and find them in an atlas (Atlantic, Pacific, Indian, Arctic, Southern)</p> <p>Year 2 (A)</p>	<ul style="list-style-type: none"> Express own views about a place, people, environment. <p>Year 1 (B)</p> <p>Recognise how places have become the way they are e.g., shops.</p> <p>Year 1 (B)</p> <ul style="list-style-type: none"> Compare and describe an area of the UK to a place outside Europe using geographical words. <p>Year 2 (B)</p>	<p>Year 2 (B)</p> <p>Suggest ways of improving the local environment.</p> <p>Year 2 (B)</p> <ul style="list-style-type: none"> Explain what facilities a town or village might need. <p>Year 2 (B)</p>	<p>simple map, showing an awareness that objects look different from above.</p> <p>Year 1 (A)</p> <p>Locate the Equator and North and South Poles and explain how the weather affects these areas.</p> <p>Year 2 (A)</p>	<p>geography. e.g., pictures, pictograms, simple maps, camera, sketches, labelled diagrams.</p> <p>Year 1 (A and B)</p> <ul style="list-style-type: none"> Keep a weather chart and answer questions about the weather. Use maps, pictures and stories to find out about different places. Compare two settlements using globes, maps and plans.
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Knowledge, Skills and Understanding breakdown for Geography

Unit 2 (Year 1 & 2)

Short Enquiry

Cycle A (A)

Fieldwork: Investigate the human and physical features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, woodland camp, animal enclosures) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved. Draw a free-hand map. **(Spring 1)**

Oceans: name and locate the worlds' seven continents and five oceans **(Spring 2)**






My local area – visit Scadson Woods to look at key physical features including hill, river, soil, valley, vegetation and observe human features and investigate how people use and enjoy the woods. Create data survey e.g. people they see who walk their dog, run, walk, cycle.

Devise a simple map of the local area using basic symbols. **(Summer 1)**

Cycle B (B)

Fieldwork: Visit local charity shop and estate agents and talk about what happens there and investigate why people go there/how far have they travelled. Conduct survey

Beach visit – key human features including resort and tourism. Key physical features including cliff, rockpool, tide, beach, ocean. **(Summer 1)**

Location knowledge 	Place knowledge 	Human features 	Physical features 	Skills and fieldwork 
<ul style="list-style-type: none"> Name the four countries of the UK. Year 1 (A) Name and locate some of the main towns and cities in the United Kingdom (inc. England, Wales, Scotland, Ireland, Torquay, Paignton, Exeter, London, Edinburgh, Cardiff, Belfast, Dublin) 	<ul style="list-style-type: none"> Use simple geographical vocabulary to describe key features of a place or location e.g., hill, local, a road, coastline, woods, beach, coast, cliff. Year 1 (B) Consider geographical questions e.g., what is it like 	<ul style="list-style-type: none"> Recognise simple human features (of a seaside area) on an aerial photograph or simple map, showing an awareness that objects look different from above. Year 1 (A and B) Describe the human geography of where they live. 	<ul style="list-style-type: none"> Name the four seasons and describe typical weather conditions for each. Year 1 (A) Describe in simple terms how wind or water has affected the geography of an area. Year 1 (A) 	<ul style="list-style-type: none"> Observe and record in different ways e.g., identify buildings on a street. Year 1 (A and B) Communicate in different ways and use information texts and the web to gather

<p>Year 1 (A and B)</p> <ul style="list-style-type: none"> Name the continents of the world and find them in an atlas (Europe, North America, Africa, Asia, Antarctica, Oceania) <p>Year 2 (B)</p> <p>Name the world's oceans and find them in an atlas (Atlantic, Pacific, Indian, Arctic, Southern)</p> <p>Year 2 (B)</p>	<p>to live in this place? Where is this place? How has it changed? Year 1 and 2 (A and B)</p> <ul style="list-style-type: none"> Express own views about a place, people, environment. Year 1 (B) <p>Recognise how places have become the way they are e.g., shops. Year 1 (B)</p> <ul style="list-style-type: none"> Identify similarities and differences between the local environment and one other place. Year 1 (A and B) 	<p>Year 1 (A and B)</p> <p>Suggest ways of improving the local environment.</p> <p>Year 2 (A and B)</p> <ul style="list-style-type: none"> Explain what facilities a town or village might need. Year 2 (A and B) 	<ul style="list-style-type: none"> Recognise simple physical features on an aerial photograph or simple map, showing an awareness that objects look different from above. Year 1 (A and B) 	<p>information about the world's human and physical geography. e.g., pictures, pictograms, simple maps, camera, sketches, labelled diagrams. Year 2 (A and B)</p> <ul style="list-style-type: none"> Answer simple questions regarding geographical patterns e.g., what is the busiest times at the park? Year 1 (A and B) Collect data during fieldwork such as the number of trees, houses. Year 1 (A and B) <p>Make simple maps and plans using symbols for a key. Year 1 (A)</p> <p>Explore maps of the local area. Year 1 (A)</p> <p>Use compass directions (N, E, S, W) to describe locations. Year 1 (A and B)</p>
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Knowledge, Skills and Understanding breakdown for Geography

Unit 3 (Year 3 & 4)

Long Enquiry

Cycle A (A)

Conquering Europe

A deeper look into the locations of European countries and their capital cities. Compare and contrast Northern European Geography – Scandinavian countries: Sweden, Denmark, Norway (link to History – looking at Countries the Vikings originated from and also invaded)

Consider looking at:






- ✓ Land borders
- ✓ Shared geographical features
- ✓ Major cities
- ✓ Cultural diversity
- ✓ Rich and poor countries in Europe

Using maps identify countries and compasses to describe their geographical positions in relation to others and the equator. **(Autumn 1)**

Cycle B (B)

Human and physical features of Africa e.g., the 8 major physical regions including the Sahara, the savanna, the rainforest (Biomes), second largest continent, settlements like Serengeti.

Human and physical features of Egypt e.g., land use the Pyramids, world's longest river the Nile, Sahara Desert **(Autumn 1)**

Location knowledge 	Place knowledge 	Human features 	Physical features 	Skills and fieldwork 
<ul style="list-style-type: none"> • Locate the Mediterranean and explain why it is a popular holiday destination. Year 3 (A) • Name a number of countries in the Northern Hemisphere. Year 3 (A and B) 	<ul style="list-style-type: none"> • Use correct geographical words to describe a place and the things that happen there. Year 3 (A and B) • Locate and explain the significance of the Northern and Southern hemispheres 	<ul style="list-style-type: none"> • Identify and explain different views of people including themselves e.g., views of different sections of community when developing holiday resort, new housing estate. Year 3 (A) 	<ul style="list-style-type: none"> • Use technical and geological vocabulary to describe physical processes. Year 3 (A and B) 	<ul style="list-style-type: none"> • Ask geographical questions: where is this location? What do you think about it? Year 3 (A and B) • Analyse evidence and draw

<ul style="list-style-type: none"> Name and locate the capital cities of neighbouring European countries. Year 3 (A) Name and locate some of the world's mega cities. Year 3 (A) Locate the countries of Europe, North and South America. Year 3 (A) Know the countries that make up the European Union (and the fact that Britain is now not part of it). Year 4 (A) Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. Year 4 (A and B) Locate the Tropic of Cancer and the Tropic of Capricorn. Year 4 (A and B) Name and locate major world's jungles and deserts (EG. Antarctica, Arctic, Sahara, Arabian, Gobi, Kalahari deserts and rainforests of Borneo, Amazon, India, Sri Lanka and West Africa) Year 4 (B) 	<p>and the Arctic and Antarctic Circles. Year 3 (A and B)</p> <ul style="list-style-type: none"> Carry out research to discover features of cities and villages. Year 4 (A and B) Explain why people are attracted to living in cities. Year 4 (A and B) Explain why people may choose to live in a village rather than a city. Year 4 (A) Link words to topic e.g., river, meander, flood plain, location, industry, transport. Year 3 (B) 	<ul style="list-style-type: none"> Describe and compare different features of a place, offering explanations for the locations for some of these features. Year 3 (A) Provide a reasonable explanation for features in relation to location (e.g., the shops out of town are bigger because there is more space). Year 3 (A) Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there. Year 4 (A and B) Compare and contrast how areas of the world have capitalised on their physical and human features. Year 4 (A and B) 	<ul style="list-style-type: none"> Compare and contrast how areas of the world have capitalised on their physical and human features. Year 4 (A and B) Understand the concept of biomes and climate zones. Year 4 (B) 	<p>conclusions e.g., make comparisons between locations using photos, pictures, temperatures. Year 3 (A and B)</p> <ul style="list-style-type: none"> Hold geographical debate and explain different views of people including themselves. Year 3 (A and B) Communicate in ways appropriate to task and audience e.g., use questionnaires, charts, graphs to show results, write views to local paper. Year 3 (A or B) Use maps and atlases appropriately by using contents and indexes. Year 3 (A and B) Use some basic OS map symbols. Year 3 (A and B) Understand and use 4 and 6 figure grid references. Year 3 (A) Locate and explain the significance of
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				the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries across the world. Year 4 (A and B)
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Knowledge, Skills and Understanding breakdown for Geography

Unit 3 (Year 3 & 4)

Short Enquiry

Cycle A (A)

Fieldwork: To use the school and its grounds as a site to investigate the question 'Where does the water go when it rains?' Learn about the water cycle. Investigate and record different weather phenomena through observation and by using thermometers and rain gauges. **(Autumn 2)**






Local study – visit Paignton or Torquay town. Locational knowledge and weather: Settlements and tourism and trade. Visit Preston Beach trip **(Summer 1)**

Cycle B (B)

Fieldwork: visit school woodland camp and Scadson Woods to study the trees, plants, and animals, as an ecosystem **(Autumn 1)**

Remind ourselves of the world's countries and take a closer look at the human and physical features of Vigo, Spain. Compare to Brixham as both are fishing ports. Consider the weather at sea, what lies beneath, coral reefs, jet streams, currents etc.

Trade routes. Visit Brixham harbour and fish harbour. **(Spring 2)**

Location knowledge 	Place knowledge 	Human features 	Physical features 	Skills and fieldwork 
<ul style="list-style-type: none"> Name and locate vegetation belts across the UK. Year 3 (A) Know the differences between the British Isles, Great Britain, and UK. Year 4 (A) Name the areas of origin of the main ethnic groups in the UK and in their school. Year 4 (A) 	<ul style="list-style-type: none"> Link words to topic e.g., river, meander, flood plain, location, industry, transport. Year 3 (A and B) Use correct geographical words to describe a place and the things that happen there. Year 3 (A) Identify changes in the local and global environment. Year 3 (A and B) 	<ul style="list-style-type: none"> Describe and compare different features of a place, offering explanations for the locations for some of these features. Year 3 (A and B) Identify how people both damage and improve the environment. Year 3 (A) Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and 	<ul style="list-style-type: none"> Use technical and geological vocabulary to describe physical processes. Year 3 (A and B) Describe and compare different physical features of a place, offering explanations for the locations for some of these 	<ul style="list-style-type: none"> Describe route and direction using 8 compass points e.g. N, S, E, W, NW, NE, SW, SE Year 3 (A and B) Ask geographical questions: where is this location? What do you think about it? Year 3 (A and B) Analyse evidence and draw conclusions e.g.,

	<ul style="list-style-type: none"> • Carry out research to discover features of cities and villages. Year 4 (A) • Explain why people may choose to live in a village rather than a city. Year 4 (A and B) 	<p>activities of the people living there. Year 4 (A)</p>	<p>features. Year 3 (A and B)</p> <ul style="list-style-type: none"> • Ask questions – what is this landscape like? What will it be like in the future? Year 4 (A and B) 	<p>make comparisons between locations using photos, pictures, temperatures. Year 3 (A and B)</p> <ul style="list-style-type: none"> • Collect and record evidence: e.g., construct questionnaire, field sketch, brainstorm words about a place, e-learning, atlases. Year 3 (A and B) • Communicate in ways appropriate to task and audience e.g., use questionnaires, charts, graphs to show results, write views to local paper. Year 3 (A and B) • Draw and use more detailed field sketches and diagrams using symbols for a key. Year 4 (A and B) • Observe, measure, and record the human features in the local area responding to a range of geographical questions. Year 3 (A and B) • Use maps and atlases appropriately by using contents and indexes. Year 3 (A and B)
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				<ul style="list-style-type: none">• Use some basic OS map symbols. Year 3 (A and B)• Understand and use 4 and 6 figure grid references. Year 3 (A and B)• Use eight points of a compass to describe the location of a country or geographical feature. Year 3 (A and B)• Collect and analyse data from first and second-hand sources, identifying and analysing patterns and suggesting reasons for them. Year 4 (A and B)
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Knowledge, Skills and Understanding breakdown for Geography

Unit 4 (Year 5 & 6)

Long Enquiry





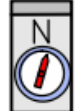
Cycle A (A)

The power of the Earth – natural disasters within the context of Iceland (European country) and Non-European (Japan) e.g., tsunami, floods, Earthquake and Volcanoes
Identify and explain different types of natural disasters (where they occur and why). How have they shaped human and physical geography over the years? Floods and Tsunamis

Kenya Study (**Autumn 1**)

Cycle B (B)

Locational knowledge: The Americans (USA, Peru, Chile) – physical/human geography, fairtrade. Australasia (Australia) and Asia (China). Rainforests (**Autumn 1**)

Location knowledge	Place knowledge	Human features	Physical features	Skills and fieldwork
				
<ul style="list-style-type: none"> 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). Year 5 (A and B) Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their 	<ul style="list-style-type: none"> Link words to theme e.g., river – erosion, deposition, transportation, coasts, long shore drift, headland Year 5 and 6 (A and B) Explain why many cities of the world are situated by rivers and why this makes it an attractive location. Year 5 (A and B) 	<ul style="list-style-type: none"> Extend knowledge and understanding beyond the local area to include the location and characteristics of a range of the world. Year 5 (A and B) Describe geographical diversity across the world. Year 5 (A and B) Give an extended description of the human features of different places around the world. Year 6 (A and B) 	<p>To understand and describe physical geography, including climate zones, volcanoes, earthquakes, mountains and other types of natural disaster. Year 5 (A)</p> <ul style="list-style-type: none"> Develop concept of biomes. Year 5 (A and B) Describe how some places are similar and others different in relation to their physical features. 	<ul style="list-style-type: none"> Ask questions: what is the landscape like? How has it changed? What made it change? Year 5 and 6 (A and B) Compare historical maps of varying scales temperature of various locations and its influence on people. Year 5 (A and B) Identify and explain different views of people including themselves. Year 5 (A and B) Conduct a land use survey.

<p>environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Year 5 (A and B)</p> <ul style="list-style-type: none"> Extend knowledge and understanding beyond the local area to include North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. <p>Year 5 (B)</p> <p>Name and locate many of the world's most famous mountain regions and volcanoes on maps (Rockies, Andes, Alps, Himalayas and 3 UK highest mountains: Scafell Pike, Snowdon, Ben Nevis)</p> <p>Year 5 (B)</p> <ul style="list-style-type: none"> Revise capital cities of Europe and major cities from around the world. Including capitals of: USA, Canada, South America. <p>Year 6 (B)</p> <p>Revise and extend naming of cities and countries in North, Central (of North America) and South America (Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile). Year 6 (B)</p>			<p>Year 6 (A and B)</p>	<p>Year 5</p> <ul style="list-style-type: none"> Communicate in ways appropriate to task and audience e.g., persuasive writing – present information on map overlays to show levels of information e.g., old/new. <p>Year 5 and 6 (A)</p> <ul style="list-style-type: none"> Plan a journey to a place in another part of the world, taking account of distance and time. Year 5 (B) Use maps, aerial photos, plans and web resources to describe what a locality might be like locate information/place with speed and accuracy use key to make deduction about landscape/industry/features etc. Year 6 (A and B)
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Knowledge, Skills and Understanding breakdown for Geography

Unit 4 (Year 5 & 6)

Short Enquiry

Cycle A (A)

Natural disasters – local (Dawlish/Babbacombe) **(Autumn 2)**






Plastic and air pollution and a deeper understanding of the human impact on the planet possible beach clean at Torre Abbey/Preston. Fieldwork: To use the school and its grounds to investigate the question 'How can our school reduce its plastic waste?' **(Spring 2)**

Cycle B (B)

Fieldwork:



Visit stream in Cockington/Scadson Woods to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past. River study – Teign River (Field work trip) journey of a local river from its source to the sea. **(Autumn 2)**

Locational knowledge: Physical and human features of Antarctic and Arctic regions. **(Summer 1)**

Location knowledge 	Place knowledge 	Human features 	Physical features 	Skills and fieldwork 
<ul style="list-style-type: none"> 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). Year 5 (B) 	<ul style="list-style-type: none"> Link words to theme e.g., river – erosion, deposition, transportation, coasts, long shore drift, headland Year 5 and 6 (A and B) Explain why many cities of the world are situated by rivers and why this makes it an attractive location. Year 5 (B) 	<ul style="list-style-type: none"> Describe geographical diversity across the world. Year 5 (B) Give an extended description of the human features of different places around the world. Year 6 (B) 	<ul style="list-style-type: none"> To understand and describe physical geography and other types of natural disaster such as landslides/erosion. Year 6 (A and B) Describe how some places are similar and others different in relation to their physical features. Year 6 (A and B) 	<ul style="list-style-type: none"> Ask questions: what is the landscape like? How has it changed? What made it change? Year 5 and 6 (A and B) Compare historical maps of varying scales temperature of various locations and its influence on people. Year 5 (B) Identify and explain different views of people including themselves.

<ul style="list-style-type: none"> Name the rivers of the UK (Tamar, Exe, Axe, Thames, Wye, Severn, Great Ouse) Year 5 (B) Name and locate many of the world's major rivers on maps (Volga, Danube, Rhine, Ganges, Nile, Mississippi) Year 5 (B) 				<p>Year 5 (A and B)</p> <ul style="list-style-type: none"> Design and use questionnaires to obtain views of community on subject. Year 5 (A) Conduct a land use survey. Year 5 (A) Communicate in ways appropriate to task and audience e.g., persuasive writing – present information on map overlays to show levels of information e.g., old/new. Year 5 and 6 (A) Describe route, direction and location linking 8 points of compass to degrees on compass. Year 5 (A and B) Field sketches should show understanding of pattern, movement and change. Year 5 (A and B) Draw in scale – accuracy of scale locate information or place with speed and accuracy use key to make deductions about landscape/industry. Year 5 (A or B) Use maps, aerial photos, plans and web resources to describe what a locality might be like locate information/place with speed and accuracy use key to make deduction about
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Key Concepts for Geography Explained

Locational knowledge		<p>This includes understanding and knowing the following:</p> <ul style="list-style-type: none"> The 7 continents of the world. The major oceans and seas. Lines of latitude and longitude. The equator and what lies to the north and south of it and the climates relating to these areas.
Place knowledge		
Human features		<p>Human features in Geography are parts of the world's land and seascapes that have been shaped by people.</p> <p>These include: settlements, trade, economic activity and the consequences of human actions such as pollution and CO2 emissions.</p>
Physical features		<p>Physical features in Geography are parts of the world's land and seascapes that have been formed naturally.</p> <p>These include: rivers, mountains.</p>
Skills and Fieldwork		



Using maps (digital and paper), symbols aerial photographs, globes compasses to identify locations, characteristics features and distances between contrasting locations.

Conducting investigations to discover more about specific geographical features of an area.

An example of a Knowledge Organiser



Preston Primary School Knowledge Organiser

Communication

Critical-Thinking

Collaboration

Creativity

Topic: Geography Weather

Term: Autumn 1

Year: 1/2

Duration: 5 weeks








The Powerful Knowledge we will take away from this Learning Enquiry
(what we will be learning): I will know:



- there are four seasons and explain how the weather changes with each season.
- that a weather forecast is a statement saying what the weather will be like today, the next day or for the next few days.
- that weather forecasts use different symbols which are helpful.
- that when the weather changes, you need to wear the correct clothes and do different activities.
- how to record the temperature using a thermometer to see how warm or cold it is and measure the rainfall using a rain gauge.
- the main features of a hot and cold place in relation to the Equator and the North and South Poles.
- how the weather in the UK is different from other countries for example in Tromsø in Norway.

Our Key Vocabulary:

Word		Meaning
Season		One of the four periods of the year; spring, summer, autumn, or winter. The length of a day varies depending on the season.
Equator		An imaginary line drawn around the middle of the Earth an equal distance the North pole and the South pole
Weather		The conditions in the air above the earth such as wind, rain, or temperature.
Temperature		The measured amount of heat in a place.
Thermometer		A device used for measuring temperature.
Globe		The planet on which we live.
United Kingdom		A country that includes England, Scotland, Wales and Northern Ireland.
South Pole		The South Pole is the southernmost place on Earth. When at the South Pole all directions point North.
North Pole		The North Pole is the northernmost place on Earth. When at the North Pole all directions point south.

	Sunny
	Sunshine with cloud
	Cloudy
	Raining
	Thunder
	Windy
	Snow

Here are the different symbols used in weather forecasts.

There are 4 seasons.

Spring	March, April, May
Summer	June, July, August
Autumn	September, October, November
Winter	December, January, February

Facts about hot and cold places

During the South Pole winter (mid-March to mid-September) it is dark all the time. During the summer it is light all the time.

Not all deserts are covered by sand. Only 20% of all deserts are covered with sand.

Even though we think they should be, not all deserts are hot. Two of the world's biggest deserts are in the North and South Poles.

Despite the low temperatures, over 4 million people live in the Polar regions.

What I already know:

In Puffins and Penguins, I explored similarities and differences across the weather pattern.

