

# St Peter's Primary School

Scheme of Work:

## Geography

Academic year: 2023-2024

Created with...

**Kapow**  
Primary

Growing Together in Knowledge, Wisdom and Faith

## A Geography Education at St Peter's means that children leaving year 6 can:

- Describe and understand key aspects of Earth's physical geography, such as rivers, volcanoes and the water cycle; and describe and understand key aspects of human geography, such as settlements, land use and economic activity.
- Recognise and observe physical and human geographical aspects of Tunbridge Wells, both on maps and on visits.
- Understand geographical similarities and differences between the United Kingdom and a broad range of countries - both human and physical features.
- Apply knowledge of longitude, latitude and the position of Earth in space to understand key geographical aspects of different parts of Earth.
- Be able to use grid references to locate and describe places on maps.
- Navigate routes around their immediate environment, local area and city.
- Use fieldwork to observe, measure, record and present human and physical geographical features of their city, using a range of methods.
- Have created their own maps, of both real and imagined places.
- Studied some of the current issues impacting the environment and the reasons for them.
- Recognised what actions they can take to make a positive difference to the environment.
- Have made their views on environmental issues heard.

### What children at St Peter's say about Geography at our school:

*"I love learning Geography at St Peter's because it allows us to learn about different places and cultures all around the world."*

*"Geography is fun because we create maps about our area and teach others how to read it."*

### Intent for Geography at St Peter's CEP

The intention of our Geography curriculum is to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer in order for our children to develop a love of the world around them.




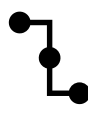

Our curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. We have carefully planned our Geography curriculum to reflect local and wider issues to allow our children to become well-informed geographers.

We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our curriculum encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.

Our teaching equips pupils with geographical knowledge and an understanding of the interaction between physical and human processes that shape our landscapes, environments and people. To help facilitate the exploration of geography, six key concepts are focused on and revisited throughout our Geography curriculum from Year R to Year 6 at St Peter's, and include:

	 Space	 Place	 Scale	 Connections	 Similarities and differences
Year R-6	How interactions across physical features, people, services and goods that lead to flows or movements that create patterns and networks.	Understanding the characteristics of places, how it became like this and how it is subject to forces of change.	Seen as a 'zoom lens' that enables us to view places at all levels from the personal, local and regional to the global.	The understanding of how things are linked together, but also how one aspect affects and needs another.	Appreciating the differences and similarities between people, places, environments and cultures. Understanding the contribution they make to the dynamic functioning of societies and economies.

These symbols can be seen in our curriculum document and are displayed in the classroom. They are briefly discussed with the children as part of each unit and we aim that over time children will become familiar with them, beginning to make links and connections across units to identify that key Geographical concepts span throughout the study of Geography.

We aspire to equip our children with geographical knowledge in collecting and analysing data, using a variety of maps, atlases, globes and photographs to name, identify and locate countries, continents and oceans. We also strive for our pupils to be able to communicate their learning effectively in a variety of ways including: sketch maps, using tables and graphs to compare outcomes and writing to discuss their points of view.

## Implementation of our Geography Curriculum at St Peter's

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

We use Kapow Primary's Geography scheme to support our Geography curriculum. The scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

The Kapow Primary scheme aligns with our approach to teaching and learning and is based on a Spiral Curriculum. The essential knowledge and skills are revisited with increasing complexity, allowing pupils to revise and build on their previous learning.



Locational knowledge, in particular, is reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.

Our curriculum follows an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available to teachers when planning to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These can be accessed by children and parents at home by clicking on the links in our curriculum document which follows. Giving access to these resources at home enables children to discuss their learning with their families and for pre-teaching opportunities to be created.

We believe that strong subject knowledge is vital for our teachers to deliver a highly effective and robust Geography curriculum resulting in our pupils having a real interest and love of Geography. The Kapow scheme we have chosen to use, provides multiple opportunities for ongoing teacher development including videos to develop subject knowledge to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Geography is taught on a weekly basis at St Peter's using an enquiry-based approach. During each year children will study three units of Geography, we have spaced these out so that children study one per seasonal term. Wherever possible learning from Previous units of work is referred to during the terms when Geography is not being studied so as to extract learning from memory and therefore embed knowledge. Where possible we make links with the texts we study in English so that these deeper learning opportunities are created. Within our curriculum we have planned enrichment opportunities including field work opportunities in every unit of work, local visits class visitors and visits to further afield.

St Peter's Primary School – Units of study for Humanities – 2023-2024						
	Autumn Term		Spring Term		Summer Term	
Year R	<b>Me and my world</b> <i>Who am I?</i>	<b>Light and Dark</b> <i>How does light and dark affect our lives?</i>	<b>Out of this world</b> <i>What exists outside the here and now?</i>	<b>Around the world</b> <i>How is life different in other places?</i>	<b>Growth</b> <i>Why do things need to grow?</i>	<b>At Sea</b> <i>Why are our oceans so special?</i>
Year 1	<b>Our local area</b> <i>What is it like here?</i>	<b>My History</b> <i>How am I making history?</i>	<b>Weather</b> <i>What is the weather like in the UK?</i>	<b>Toys</b> <i>How have toys changed?</i>	<b>China</b> <i>What is it like to live in Shanghai?</i>	<b>Flight</b> <i>How did we learn to fly?</i>
Year 2	<b>Monarchs</b> <i>What is a monarch?</i>	<b>Hot and cold places</b> <i>Would you prefer to live in a hot or cold place?</i>	<b>Activists and Explorers</b> <i>How have activists and explorers changed the world?</i>	<b>Our wonderful world</b> <i>Why is our world wonderful?</i>	<b>School</b> <i>How was school different in the past?</i>	<b>Coasts</b> <i>What is it like to live by the coast?</i>
	Autumn Term		Spring Term		Summer Term	
Year 3	<b>Stone age to Iron Age</b> <i>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</i>	<b>Settlements</b> <i>Are all settlements the same?</i>	<b>Roman Britain</b> <i>Why did the Romans settle in Britain?</i>	<b>Antarctica</b> <i>Who lives in Antarctica?</i>	<b>Ancient Egypt</b> <i>What did the ancient Egyptians believe?</i>	<b>Rivers</b> <i>What are rivers and how are they used?</i>
Year 4	<b>Food</b> <i>Where does our food come from?</i>	<b>Ancient Greece</b> <i>What did the Greeks ever do for us?</i>	<b>Extreme Earth</b> <i>Why do people live near volcanoes?</i>	<b>Children</b> <i>How have children's lives changed?</i>	<b>Mountains</b> <i>What is it like to live in the Alps?</i>	<b>Invasion</b> <i>How hard was it to invade and settle in Britain?</i>
Year 5	<b>Vikings</b> <i>Where the Vikings raiders, traders or settlers?</i>	<b>Amazon Rainforest</b> <i>Why are rainforests important to us?</i>	<b>Ancient Mayas</b> <i>How did the Maya civilisation compare to the Anglo-Saxons?</i>	<b>Oceans</b> <i>Why do oceans matter?</i>	<b>Tudor Times</b> <i>What was life like in Tudor England?</i>	<b>Deserts</b> <i>Would you like to live in the desert?</i>
Year 6	<b>Populations</b> <i>Why do populations change?</i>	<b>World War II</b> <i>What was the impact of World War II on the people of Britain?</i>	<b>Energy</b> <i>Where does our energy come from?</i>	<b>Census</b> <i>What does the Census tell us about our local area?</i>	<b>Independent fieldwork</b> <i>Can I carry out an independent fieldwork enquiry?</i>	<b>Unheard Histories</b> <i>Who should go on the £10 banknote?</i>
<b>Green – Geography</b>			<b>Blue – History</b>			

## Impact of our Geography Curriculum at St Peter's

The enquiry-based approach to learning which we use allows teachers to assess children against the National curriculum expectations for Geography. The impact of our Geography curriculum is monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which we use at the start and then end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

As children leave St. Peter's CEP, they will leave our school ready for further study with a good understanding of the different strands of geography, with the ability to explain the key physical and human processes that have impacted Earth. Our pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.



The expected impact of our Geography curriculum is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative. Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography.

**There is a planned 'end point' for each year group. These have been taken from the Kapow Scheme and they are based directly on the National Curriculum. The end points are used to make end of year assessments which are recorded on our tracing system Insight and which are then shared with parents as the following statements: below, expect or above. A record of the pupil's attitude towards the study of geography is also shared with parents in the end of year report in an effort comment.**

As geographers, children will be able to speak confidently about their geography experiences using the correct vocabulary and knowledge gained to conduct meaningful investigations. Pupils will be inquisitive about the world around them and show an interest in how they impact the world. Competencies in collecting, analysing and communicating a range of data gathered are built year on year with the ability to interpret a range of sources of geographical information and communicate this information in a variety of ways.

We also measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary through various ways, including quizzing, retrieval practice, etc.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- The subject lead ensures that the National Curriculum requirements are being met across EYFS, KS1 and KS2.
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning.
- Sharing good practice in staff meetings.
- Clear next steps are determined by a cycle of monitoring, evaluating and reviewing.
- Marking of written work in books.

## Inclusion of our Geography Curriculum at St Peter's

At St. Peter's all pupils can develop their geography knowledge and understanding. The school promotes equal opportunities and fairness of distribution of geography resources. Teachers are made aware of children in their class who have a specific learning need and actions are put in place to ensure that barriers to learning are minimised. Whether that is 1:1 support, pre-teaching of key concepts or adaptations to the learning environment, every effort is made to allow for all children to gain in their understanding and knowledge needed for geographical enquiry.

### Geography in EYFS

We aim that the foundation years lay the foundations for our children to begin studying the subject of Geography in Key stage 1. In Mars class children follow the EYFS. The Geography Association teaches us that: *'Geography speaks directly to children's curiosity, wonder and concern for the world around them, and with their innate sense of exploration, children are naturally inclined to be geographers from an early age. In their early sensory investigations and physical negotiations of space, young children effectively find out about the world around them, developing their own perceptions and priorities that may differ to those of older children and adults.'*

Geography in our Early Years involves guiding pupils to make sense of their world, through opportunities to explore, observe, and find out about people, places, technology, and the environment; noticing, and having time to recreate, simple patterns and processes in the world around them as they do so. '













We do this by a combination of enabling environments and teachers' skill in helping children develop their early understanding of some of geography's key concepts. Geographical enquiry is underpinned by geographical concepts: place, space, scale, environment, change and making connections. Early Years geography includes asking and finding the answers to questions underpinned by a growing awareness and understanding of these key geographical concepts. For example, noticing and exploring sunny and shady parts of the playground and what happens when it rains. Geography is located within the Area of Learning entitled 'Understanding the World'.

Children broaden their geographical understanding through a range of experiences and deepen their understanding through repeated opportunities in varying contexts, for example, noticing the same tree or revisiting a familiar route, at different times of the day, week and year.

Substantive knowledge	Disciplinary knowledge
<b>The World Around Us</b> <i>A focus on developing geographical vocabulary and learning about the world through first-hand experience, stories and play</i>	Guiding curiosity and experience: through concepts of place, space, environment, and scale
	Guiding curiosity and experience: through exploratory play
	Guiding curiosity and experience: through decision-making and doing



## EYFS – Year R Mars Class



















Term	Topic and Key Enquiry Question	Disciplinary Knowledge focus	Geography concepts
Term 1	<b>Me and my world</b> <i>Who am I?</i>	Process and changes, retelling, try new activities, form positive attachments.	 Place  Connections
Term 2	<b>Light and Dark</b> <i>How does light and dark affect our lives?</i>	Look at pattern and change of daylight, understand the effects of changing seasons.	 Space  Scale
Term 3	<b>Out of this world</b> <i>What exists outside the here and now?</i>	Draw information from a map, recognise different beliefs and celebrate special times in different ways.	 Similarities and differences  Scale
Term 4	<b>Around the world</b> <i>How is life different in other places?</i>	Ask simple questions about a place, discuss differences and similarities of people and places.	 Place  Similarities and differences
Term 5	<b>Growth</b> <i>Why do things need to grow?</i>	Explore the natural world, describe what they can see, hear, and feel outside, recognise differences in environments.	 Space  Connections
Term 6	<b>At Sea</b> <i>Why are our oceans so special?</i>	Understand how some places are special, recognise how they can impact their environment.	 Scale  Connections

Disciplinary knowledge end points for EYFS	
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>Begin to talk about or ask questions about their environment.</li> <li>Talk about things they have observed.</li> <li>Use pictures to draw evidence of observations in their environment (eg: sunny day, rainy day) and show some level of recording.</li> </ul>
<b>Place knowledge and understanding</b>	<ul style="list-style-type: none"> <li>Begin to ask questions about the place they live in and start to look at what is similar and different to the places they visit.</li> </ul>
<b>Knowledge of environment, physical and human geography processes</b>	<ul style="list-style-type: none"> <li>Begin to recognise similarities/differences and change in places which are familiar to them.</li> <li>Start to distinguish if things are natural or man-made.</li> <li>Able to talk about the features of their own immediate environment using words such as tree, bush, water, river, pond, weather,</li> </ul>
<b>Geography skills and fieldwork</b>	<ul style="list-style-type: none"> <li>Make simple observations about animals and plants and explain why some things occur and talk about changes.</li> <li>Use directional language (eg: up, down, forwards, backwards, left, right) with support.</li> </ul>
<b>Communicating geographical views</b>	<ul style="list-style-type: none"> <li>Discuss about the differences and similarities in relation to places, objects, materials and living things.</li> </ul>





















# St Peter's Geography Long Term Plan – KS1 and KS2



















## KS1 Geography Long Term Plan

	<b>Autumn</b> <i>What is it like here?</i>	<b>Spring</b> <i>What is the weather like in the UK?</i>	<b>Summer</b> <i>What is it like to live in Shanghai?</i>
<b>Year 1 Pluto</b>	<p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p> <div>  Place            Space            Similarities and differences         </div>	<p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p> <div>  Place            Connections            Similarities and differences         </div>	<p>Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p> <div>  Scale            Connections            Similarities and differences         </div>
<b>Year 2 Earth</b>	<p><i>Would you prefer to live in a hot or cold place?</i></p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.</p> <div>  Place            Space            Similarities and differences         </div>	<p><i>Why is our world wonderful?</i></p> <p>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this</p> <div>  Place            Scale            Connections         </div>	<p><i>What is it like to live by the coast?</i></p> <p>Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p> <div>  Space            Scale            Connections         </div>










## LKS2 Geography Long Term Plan

	Autumn	Spring	Summer
Year 3 Neptune	<p><b>Are all settlements the same?</b></p> <p>Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p> <div>    </div>	<p><b>Who lives in Antarctica?</b></p> <p>Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.</p> <div>    </div>	<p><b>What are rivers and how are they used?</b></p> <p>Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.</p> <div>    </div>
	<p><b>Where does our food come from?</b></p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.</p> <div>    </div>	<p><b>Why do people live near volcanoes?</b></p> <p>Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</p> <div>    </div>	<p><b>Mountains – what is it like to live in the Alps?</b></p> <p>Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.</p> <div>    </div>

## LKS2 Geography Long Term Plan

	Autumn	Spring	Summer
Year 5 Saturn	<p><b>Why are rainforests important to us?</b></p> <p>Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.</p> <div>    </div>	<p><b>Why do oceans matter?</b></p> <p>Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.</p> <div>    </div>	<p><b>Would you like to live in the desert?</b></p> <p>Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.</p> <div>    </div>
Year 6 Jupiter	<p><b>Why do populations change?</b></p> <p>Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.</p> <div>    </div>	<p><b>Where does our energy come from?</b></p> <p>Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</p> <div>    </div>	<p><b>Can I carry out an independent fieldwork enquiry?</b></p> <p>Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.</p> <div>    </div>

## Key Stage 1 - Year 1 Pluto Class










Term and Enquiry Question Procedural Knowledge (Knowing how to – Field work)	Year 1 Pluto Class Substantiative Knowledge (Knowing about) & Disciplinary Knowledge (ways of knowing)				vocabulary	
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography skills and field work		
<b>Autumn</b>  <b>What is it like here?</b>  Lessons involving fieldwork: Lesson 3: What can we find in our school grounds? Location: School grounds Lesson 4: Where are the different places in our school? Location: School grounds.	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"><li>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</li><li>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</li><li>Recognise four features in the school grounds using a map.</li><li>Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</li><li>Draw a design to improve three areas of the playground using the results from the survey.</li></ul> <div>PlaceSpaceSimilarities and differences</div>				aerial photograph aerial view atlas city country directional language distance features globe improve key land	locate location map north place questionnaire sea survey symbol town village
<b>Spring</b>  <b>What is the weather like in the UK?</b>  Lessons involving fieldwork: Lesson 2: What are the four seasons? Location: School grounds Lesson 3: What are the compass directions? Location: School grounds Lesson 4: What is the weather like today? Location: School grounds	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"><li>Name and locate the four countries on a map of the UK.</li><li>Identify the country they live in.</li><li>Identify the four seasons.</li><li>Describe some seasonal changes.</li><li>Identify the four compass directions.</li><li>Use the compass directions to describe the location of features.</li><li>Observe and describe daily weather patterns.</li><li>Begin to locate the four capital cities of the UK.</li><li>Explain what the weather is like during each season in the UK.</li><li>Suggest appropriate clothing and activities for each season.</li></ul> <div>PlaceConnectionsSimilarities and differences</div>				atlas capital city climate compass continent country direction land locate	location map rain gauge season temperature thermometer weather weathervane
<b>Summer</b>  <b>What is it like to live in Shanghai?</b>  Lessons involving fieldwork: Lesson 1: What can we see in our local area? Location: Local area surrounding school.	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"><li>Give examples of human and physical features.</li><li>Identify features they see on a walk.</li><li>Explain the location of features using some directional language.</li><li>Use an aerial photograph to locate physical and human features.</li><li>Draw simple pictures or symbols on a sketch map.</li><li>Draw compass points.</li><li>Name the continent they live in.</li><li>Use an atlas to locate the UK and China on a world map.</li><li>Use an atlas to locate Europe and Asia on a world map.</li><li>Identify China's physical and human geography.</li><li>Sort physical and human features using photographs.</li><li>Identify physical and human features in images of Shanghai.</li><li>Compare Shanghai to their locality.</li><li>Identify similarities and differences between human and physical features.</li></ul> <div>ScaleConnectionsSimilarities and differences</div>				continent country different directional language e.g. near, far, next to, behind, etc. key human feature	map physical feature similar symbol



## Disciplinary knowledge end points for Year 1

<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in.</li> <li>• To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)</li> <li>• Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city</li> <li>• To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in.</li> </ul>										
<b>Place knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country.</li> <li>• To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours</li> </ul>										
<b>Knowledge of environment, physical and human geography processes</b>	<ul style="list-style-type: none"> <li>• Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'</li> <li>• To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.</li> <li>• Recognising some physical features in their locality.</li> <li>• To know that physical features means any feature of an area that is on the Earth naturally.</li> <li>• Recognising some human features in their locality.</li> <li>• To know that human features means any feature of an area that was made or built by humans</li> </ul>										
<b>Geography skills and fieldwork</b>	<table border="1"> <tr> <td><b>Question</b></td><td>Ask questions about the world around them.</td></tr> <tr> <td><b>Observe</b></td><td>Commenting on the features they see in their school and school grounds on a walk around the respective places.</td></tr> <tr> <td><b>Measure</b></td><td>Asking and answering questions about the features of their school and school grounds.</td></tr> <tr> <td><b>Record</b></td><td>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</td></tr> <tr> <td><b>Present</b></td><td>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</td></tr> </table>	<b>Question</b>	Ask questions about the world around them.	<b>Observe</b>	Commenting on the features they see in their school and school grounds on a walk around the respective places.	<b>Measure</b>	Asking and answering questions about the features of their school and school grounds.	<b>Record</b>	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	<b>Present</b>	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.
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






## Key Stage 1 - Year 2 Earth Class

Term and Enquiry Question Procedural Knowledge (Knowing how to – Field work)	Year 2 Earth Class Substantiative Knowledge (Knowing about) & Disciplinary Knowledge (ways of knowing)				vocabulary
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography skills and field work	
<b>Autumn</b>  <b>Would you prefer to live in a hot or cold place?</b>  <i>Comparison of a rural village in Ghana and Hawkenbury Village</i>  Lessons involving fieldwork: Lesson 5: Do we live in a hot or cold place? Location: School grounds	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Name and locate the seven continents on a world map.</li> <li>Locate the North and the South Poles on a world map.</li> <li>Locate the Equator on a world map.</li> <li>Describe some similarities and differences between the UK and Kenya.</li> <li>Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>Recognise the features of hot and cold places.</li> <li>Locate some countries with hot or cold climates on a world map.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				Arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map  mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer tropical
<b>Spring</b>  <b>Why is our world wonderful?</b>  Lessons involving fieldwork: Lesson 5: Why are natural habitats special? Location: Local woodland or green space in the school grounds	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Identify and locate characteristics of the UK on a map.</li> <li>Identify human and physical features.</li> <li>Locate human and physical features on a world map.</li> <li>Explain the difference between oceans and seas.</li> <li>Name and locate the five oceans on a world map.</li> <li>Use an aerial photograph to draw a simple sketch map.</li> <li>Collect data by sketching findings on a map and completing a tally chart.</li> <li>Present their findings in a bar chart.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location  map north physical feature ocean OS map river sample sea scale symbol tally chart vegetation
<b>Summer</b>  <b>What is it like to live by the coast?</b>  Lessons involving fieldwork: Lesson 5: how do people use our local coast? Location: Ideally a coastal town	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>Label these on a map of the UK.</li> <li>Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>Define what the coast is.</li> <li>Locate coasts in the UK.</li> <li>Name some of the physical features of coasts.</li> <li>Explain the location of UK coasts using the four compass directions.</li> <li>Name features of coasts and label these on a photograph.</li> <li>Identify human features in a coastal town.</li> <li>Describe how people use the coast.</li> <li>Follow a prepared route on a map.</li> <li>Identify human features on the local coast.</li> <li>Record data using a tally chart.</li> <li>Represent data in a pictogram.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				Arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island harbour human feature  location locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village

## Disciplinary knowledge end points for Year 2










<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in.</li> <li>To be able to name the seven continents of the world. To be able to name the five oceans of the world.</li> <li>Locating the surrounding seas and oceans of the UK on a map of this area . Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.</li> <li>To know that a sea is a body of water that is smaller than an ocean.* To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.</li> </ul>										
<b>Place knowledge and understanding</b>	<ul style="list-style-type: none"> <li>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.</li> <li>To know some similarities and differences between their local area and a contrasting non-European country.</li> </ul>										
<b>Knowledge of environment, physical and human geography processes</b>	<ul style="list-style-type: none"> <li>Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth, and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</li> <li>Describing the key physical features of a coast using subject specific vocabulary.</li> <li>To know that coasts (and other physical features) change over time. To know some key physical features of the UK</li> <li>Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary.</li> <li>To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK</li> </ul>										
<b>Geography skills and fieldwork</b>	<table border="1"> <tr> <td><b>Question</b></td><td>Recognising there are different ways to answer a question</td></tr> <tr> <td><b>Observe</b></td><td>Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</td></tr> <tr> <td><b>Measure</b></td><td>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</td></tr> <tr> <td><b>Record</b></td><td>Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.</td></tr> <tr> <td><b>Present</b></td><td>Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.</td></tr> </table>	<b>Question</b>	Recognising there are different ways to answer a question	<b>Observe</b>	Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	<b>Measure</b>	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	<b>Record</b>	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	<b>Present</b>	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.
<b>Question</b>	Recognising there are different ways to answer a question										
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<b>Record</b>	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.										
<b>Present</b>	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.										

## Lower Key Stage 2 - Year 3 Neptune Class

Term and Enquiry Question Procedural Knowledge (Knowing how to – Field work)	Year 3 Neptune Class Substantiative Knowledge (Knowing about) & Disciplinary Knowledge (ways of knowing)				vocabulary	
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography skills and field work		
<b>Autumn</b>  <b>Are all settlements the same?</b>  <i>Comparison of Hawkenbury and Tunbridge Wells with New Delhi</i>  Lessons involving fieldwork: Lesson 3: Can I explain the location of features in my local area? Location: Local area	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>• Locate some cities in the UK.</li> <li>• Describe the difference between villages, towns and cities.</li> <li>• Identify features on an OS map using the legend.</li> <li>• Describe the different types of land use.</li> <li>• Follow a route on an OS map.</li> <li>• Discuss reasons for the location of human and physical features.</li> <li>• Locate some geographical regions in the UK.</li> <li>• Identify and begin to offer explanations about changes to features in the local area.</li> <li>• Describe the location of New Delhi.</li> <li>• Identify some human and physical features in New Delhi.</li> <li>• State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local	memorial metro monument nucleated place of worship recreational land region residential land settlement transportation
<b>Spring</b>  <b>Who lives in Antarctica?</b>  Lessons involving fieldwork: Lesson 6: How did our expedition go? Location: School grounds	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>• Describe what lines of latitude and longitude are, giving an example.</li> <li>• Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>• Define what climate zones are.</li> <li>• Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</li> <li>• Describe Antarctica's location in the far south of the globe.</li> <li>• State that tourism and research are the two main reasons people visit Antarctica.</li> <li>• Describe equipment researchers might use and clothes they wear.</li> <li>• List some of the research carried out in Antarctica.</li> <li>• State the outcome of Shackleton's expedition.</li> <li>• Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li> <li>• Describe a similarity and difference between life in the UK and life in Antarctica.</li> <li>• Confidently use the zoom function on a digital map.</li> <li>• Begin to recall the eight points of a compass, following at least four of them.</li> <li>• Recognise and describe features on their school grounds from an aerial map.</li> <li>• Draw a map of the route they take on an expedition.</li> <li>• State one thing that went well on the expedition and one aspect that did not go as hoped.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				climate climate zone compass points direction drifting ice hemisphere ice sheet	ice shelf iceberg lines of latitude lines of longitude treaty
<b>Summer</b>  <b>What are rivers and how are they used?</b>  Lessons involving fieldwork: Lesson 6: What features does our local river have? Location: River environment	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>• Identify water stores and processes in the water cycle.</li> <li>• Describe the three courses of a river.</li> <li>• Name the physical features of a river.</li> <li>• Name some major rivers and their location.</li> <li>• Describe different ways a river is used.</li> <li>• List some of the problems around rivers.</li> <li>• Describe human and physical features around a river.</li> <li>• Identify the location of a river on an OS map.</li> <li>• Make a judgement on the environmental quality in a river environment.</li> <li>• Make suggestions on how a river environment could be improved.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake	percolation precipitation river mouth source transpiration tributary valley water cycle waterfall



## Lower Key Stage 2 - Year 4 Mercury Class

Term and Enquiry Question Procedural Knowledge (Knowing how to – Field work)	Year 4 Mercury Class Substantiative Knowledge (Knowing about) & Disciplinary Knowledge (ways of knowing)				vocabulary
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography skills and field work	
<b>Autumn</b>  <b>Where does our food come from?</b>  Lessons involving fieldwork: Lesson 5: Are our school dinners locally sourced? Location: School grounds	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Identify that different foods grow in different biomes and say why.</li> <li>Explain which food has the most significant negative impact on the environment.</li> <li>Consider a change people can make to reduce the negative impact of food production.</li> <li>Describe the intentions around trading responsibly.</li> <li>Explain that food imports can be both helpful and harmful.</li> <li>Describe the journey of a cocoa bean.</li> <li>Locate countries on a blank world map using an atlas.</li> <li>Use a scale bar correctly to measure approximate distances.</li> <li>Collect data through an interview process.</li> <li>Analyse interview responses to answer an enquiry question.</li> <li>Discuss any trends in data collected.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce  qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade trend
<b>Spring</b>  <b>Why do people live near volcanoes?</b>  Lessons involving fieldwork: Lesson 6: Where have the rocks around school come from? Location: School grounds	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>Explain one or more ways a mountain can be formed.</li> <li>Give a correct example of a mountain range and its continent.</li> <li>Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>Correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>Name three ways in which volcanoes can be classified.</li> <li>Describe how volcanoes form at tectonic plate boundaries.</li> <li>Explain a mix of negative and positive consequences of living near a volcano.</li> <li>State whether they would or would not want to live near a volcano.</li> <li>State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>Explain that earthquakes happen along plate boundaries.</li> <li>List some negative effects that an earthquake can have on a community.</li> <li>Observe, digitally record and map different rocks using a symbol on a map.</li> <li>Identify rock types and their origins based on collected data.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain geothermal energy igneous rock index  inner core outer core magma magma chamber man-made rock mantle metamorphic rock natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock
<b>Summer</b>  <b>Mountains – what is it like to live in the Alps?</b>  Lessons involving fieldwork: Lesson 4: What is there to do in our local area? Location: Local area – focus on recreational land use (tourism)	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>Locate three physical and three human characteristics in the Alps.</li> <li>Research and describe the physical and human features of Innsbruck.</li> <li>Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>Compare the human and physical geography of their local area and Innsbruck.</li> <li>Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				Atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height  latitude leisure longitude method mountain climate mountain range OS map physical feature population questionnaire sea level










## Disciplinary knowledge end points for Year 3 and Year 4 Lower Key Stage 2

<p style="text-align: center;"><b>Locational knowledge</b></p>	<ul style="list-style-type: none"> <li>• Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns</li> <li>• To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes. * To know vegetation belts are areas of the world which are home to similar plant species.*</li> <li>• Locating some counties in the UK (local to our school). Locating some cities in the UK (local to our school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features.</li> <li>• To know the name of some counties in the UK (local to our school). To know the name of some cities in the UK (local to our school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use.* To know some types of settlement.*</li> <li>• Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.</li> <li>• To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions</li> </ul>
<p style="text-align: center;"><b>Place knowledge and understanding</b></p>	<ul style="list-style-type: none"> <li>• Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li> </ul>

	<ul style="list-style-type: none"> <li>To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community.</li> <li>To know ways in which communities respond to earthquakes</li> </ul>										
<b>Knowledge of environment, physical and human geography processes</b>	<ul style="list-style-type: none"> <li>Mapping and labelling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.</li> <li>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow.</li> <li>Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.</li> <li>To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.</li> </ul>										
<b>Geography skills and fieldwork</b>	<table> <tr> <td><b>Question</b></td><td>Beginning to choose the best approach to answer an enquiry question.</td></tr> <tr> <td><b>Observe</b></td><td>Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.</td></tr> <tr> <td><b>Measure</b></td><td>Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.</td></tr> <tr> <td><b>Record</b></td><td>Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Begin to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.</td></tr> <tr> <td><b>Present</b></td><td>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs</td></tr> </table>	<b>Question</b>	Beginning to choose the best approach to answer an enquiry question.	<b>Observe</b>	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	<b>Measure</b>	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	<b>Record</b>	Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Begin to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.	<b>Present</b>	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs
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








## Upper Key Stage 2 - Year 5 Saturn Class

Term and Enquiry Question Procedural Knowledge (Knowing how to – Field work)	Year 5 Saturn Class Substantiative Knowledge (Knowing about) & Disciplinary Knowledge (ways of knowing)				vocabulary
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography skills and field work	
<b>Autumn</b>  <b>Why are rainforests important to us?</b>  Lessons involving fieldwork: Lesson 5: How is our local woodland used?: Data collection Location: Local woodland (or park)	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Describe a biome and give an example.</li> <li>State the location and some key features of the Amazon rainforest.</li> <li>Name and describe the four layers of tropical rainforests.</li> <li>Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</li> <li>Name one way in which the Amazon is changing.</li> <li>Articulate why the Amazon rainforest is important.</li> <li>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>Use a variety of data collection methods with support.</li> <li>Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				analyse biome buttress roots canopy layer community data deforestation drought emergent layer enquiry Equator forest floor global warming greenhouse gas  indigenous peoples interpret lianas lines of latitude logging method mining present questionnaire quote risk route summarise Tropic of Capricorn
<b>Spring</b>  <b>Why do Oceans Matter?</b>  Lessons involving fieldwork: Lesson 5: How littered is our marine environment?: Data collection Location: Marine environment (beach, river, reservoir, lake or pond)	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Describe the water cycle.</li> <li>Describe how the ocean is used for human activity.</li> <li>Explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>Identify the Great Barrier Reef as part of Australia.</li> <li>Describe the benefits of the Great Barrier reef.</li> <li>Describe how humans impact the oceans and the consequences of this.</li> <li>Explain some actions that can be taken to help support healthy oceans.</li> <li>Explain which data collection method would be best for marine fieldwork and why.</li> <li>Collect data using a tally chart, photographs and a sketch map.</li> <li>Safely navigate the fieldwork environment.</li> <li>Make suggestions for how to improve a marine environment.</li> <li>Present data using a tally chart and pie chart.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology  habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle
<b>Summer</b>  <b>Would you like to live in the Desert?</b>  Lessons involving fieldwork: None	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Identify the lines of latitude where hot desert biomes are located.</li> <li>Describe the characteristics of a hot desert biome.</li> <li>Locate the largest deserts in each continent.</li> <li>Describe ways the Mojave Desert is used.</li> <li>Name and describe the physical features found in a desert.</li> <li>Identify how humans use the desert.</li> <li>Explain how human activity may contribute to the changing climate and landscape of a desert.</li> <li>Recognise that the Mojave Desert has a different time zone to the UK.</li> <li>Describe some of the threats to deserts.</li> <li>Give the benefits and drawbacks of living in a desert environment.</li> <li>Identify characteristics of two contrasting biomes and compare land use.</li> <li>Discussing if a desert environment is hospitable and why.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock  national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather



## Upper Key Stage 2 - Year 6 Jupiter Class

Term and Enquiry Question Procedural Knowledge (Knowing how to – Field work)	Year 6 Jupiter Class Substantiative Knowledge (Knowing about) & Disciplinary Knowledge (ways of knowing)				vocabulary
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography skills and field work	
<b>Autumn</b>  <b>Why do populations change?</b>  Lessons involving fieldwork: Lesson 5: How is population impacting our local environment?: Data collection Location: Urban area (e.g. town centre)	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Identify the most densely and sparsely populated areas.</li> <li>Describe the increase in global population over time.</li> <li>Begin to describe what might influence the environments people live in.</li> <li>Define birth and death rates, suggesting what may influence them.</li> <li>Define migration, discussing push and pull factors.</li> <li>Explain why some people have no choice but to leave their homes.</li> <li>Describe the causes of climate change, explaining its impact on the global population.</li> <li>Suggest an action they can take to fight climate change.</li> <li>Calculate the length of a route to scale.</li> <li>Follow a selected route on an OS map.</li> <li>Use a variety of data collection methods, including using a Likert scale.</li> <li>Collect information from a member of the public.</li> <li>Create a digital map to plot and compare data collected from two locations.</li> <li>Suggest an idea to improve the environment.</li> </ul> <div>    </div>				air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale migrants migration natural increase noise pollution population density population distribution pull factors push factors qualitative quantitative refugee
<b>Spring</b>  <b>Where does our energy come from?</b>  Lessons involving fieldwork: Lesson 6: Where is the best place for a solar panel on the school grounds? Location: School grounds	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Describe the significance of energy.</li> <li>Give examples of sources of energy and their trading routes.</li> <li>Define renewable and non-renewable energy.</li> <li>Discuss the benefits and drawbacks of different energy sources.</li> <li>Describe the significance of the Prime Meridian.</li> <li>Identify human features on a digital map.</li> <li>Discuss how transport links have changed over time.</li> <li>Locate UK cities on a map.</li> <li>Use six-figure grid references to identify features on an OS map.</li> <li>Consider and justify the location of energy sources.</li> <li>Design and use interview questions.</li> <li>Plot points on a sketch map.</li> </ul> <div>    </div>				biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner wind power six-figure grid reference
<b>Summer</b>  <b>Can I carry out an independent fieldwork enquiry?</b>  Lessons involving fieldwork: Lesson 4: Collecting the data. Location: Local area (Ashdown Forest Centre)	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Give examples of issues in the local area.</li> <li>Identify questions to be asked to find the relevant data.</li> <li>Justify which data collection method is most suitable.</li> <li>Design an accurate data collection template.</li> <li>Identify areas along a route that are best for data collection.</li> <li>Discuss how to mediate potential risks.</li> <li>Collect data at points located on an OS map.</li> <li>Manage risks during a fieldwork trip.</li> <li>Identify any outcomes from data collected.</li> <li>Map data digitally.</li> <li>Describe the enquiry process.</li> </ul> <div>    </div>				analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint

## Disciplinary knowledge end points for Year 5 and Year 6 Upper Key Stage 2

<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied.</li> <li>• Locating key physical features in countries studied on a map.</li> <li>• Locating key human features in countries studied.</li> <li>• Identifying significant environmental regions on a map.</li> <li>• Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</li> <li>• To know the name of many countries and major cities in Europe and North and South America.</li> <li>• To know the location of key physical features in countries studied.</li> <li>• To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland).</li> <li>• Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK.</li> <li>• Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>• To know the name of many counties in the UK. To know the name of many cities in the UK.</li> <li>• To confidently name the twelve geographical regions of the UK. To know that London and the Southeast regions have the largest population in the UK.</li> <li>• Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.</li> <li>• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</li> </ul>
<b>Place knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Describing and explaining differences between two environmental regions studied.</li> <li>• Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</li> <li>• Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments.</li> <li>• Using maps to explore wider global trading routes.</li> <li>• To know some similarities and differences between the UK and a European mountain region.</li> <li>• To know why tourists visit mountain regions.</li> </ul>
<b>Knowledge of environment, physical and human geography processes</b>	<ul style="list-style-type: none"> <li>• Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones.</li> <li>• Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</li> <li>• Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</li> <li>• To know vegetation belts are areas of the world that are home to similar plant species.</li> <li>• To name and describe some of the world's vegetation belts. To know why the ocean is important.</li> <li>• Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years.</li> <li>• Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognising geographical issues affecting people in different places and environments.</li> <li>• Describing and explaining how humans can impact the environment both positively and negatively, using examples.</li> <li>• To know the global population has grown significantly since the 1950s.</li> <li>• To know which factors are considered before people build settlements.</li> <li>• To know migration is the movement of people from one country to another.</li> <li>• To know that natural resources can be used to make energy.</li> <li>• To know some positive impacts of humans on the environment.</li> <li>• To know some negative impacts of humans on the environment.</li> </ul>										
Geography skills and fieldwork	<table> <tr> <td><b>Question</b></td><td>Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.</td></tr> <tr> <td><b>Observe</b></td><td>Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</td></tr> <tr> <td><b>Measure</b></td><td>Selecting appropriate methods for data collection. Designing interviews or questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.</td></tr> <tr> <td><b>Record</b></td><td>Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.</td></tr> <tr> <td><b>Present</b></td><td>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.</td></tr> </table>	<b>Question</b>	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.	<b>Observe</b>	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	<b>Measure</b>	Selecting appropriate methods for data collection. Designing interviews or questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.	<b>Record</b>	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.	<b>Present</b>	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.
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