

The Vision for Geography

At Ravensfield, we want all children to see themselves as Geographers as we believe that Geography can inspire a lifelong curiosity and a fascination about the world and its people. Our school values of love, honesty, forgiveness, respect and hope are supported by Geography as the subject allows children to explore the world around them and beyond. Through carefully sequenced study of key areas, we give children opportunities to gain greater knowledge of diverse places, people and environments. Through investigation and experience, fieldwork, and study of the human and physical processes, children are able to develop an understanding of the connections and interdependence of all these elements in the world that we live. This allows them to express thoughtful and considered opinions about the issues that arise from this and thus they are able to access debate and develop an awareness of the human and physical considerations both close to home and further afield.

Aim

We want our students at Ravensfield to be interested in their planet and knowledgeable about how it continues to develop over time. We want them to engage in meaningful fieldwork linked to that growing knowledge. We want our curriculum to highlight the role our students must play as global citizens. *But above all else, we want to recognise how the physical process of geography interacts with humanity in a variety of ways; some glorious, some tragic. We want our children to empathise, to debate and to form articulate opinions about real life issues around global inequality*

Domains of Knowledge

1. Locational knowledge (*Map and atlas work- navigation*)
2. Place knowledge (*mental map)
3. Defining human features and processes
4. Defining physical features and processes
5. Impact of humans on the Environment
6. Distribution of wealth
7. Field work (geographical skills)

Key Concepts

- **Place, location and navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population and human activity:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra, tectonic activity, natural resources, climate and landscape).

Second Order concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two. A summary of the second order concepts and how they apply to different subjects are provided in the table below

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
Geography	Significant places (cities, countries, seas, oceans etc...) and significant features (notable mountains, volcanoes, glaciers, rivers etc...)	Making comparisons between places, localities and regions. Comparing physical and human features	Understanding the effect of humans and nature on landscapes and settlements	How and why physical and human features have changed over time	How humans affect the earth, positively and negatively. Climate change, sustainability, the use of finite resources	Using geographical terms, explaining processes and trends, presenting and interpreting data	Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings. Using maps and atlases. Fieldwork and visits

End points

1. To gather data and use this to deepen knowledge of geographical processes.
2. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map
3. To have an understanding of both familiar and different places and people.
4. To be able to describe Earth’s significant physical features and the common processes that influence these features.
5. To understand how earth has been affected by humans and have a resolve to alter their behaviour.
6. To be able to name and locate key human and physical features around the globe to recall knowledge of place.

LTP – Geography

Year	Unit 1 8 weeks	Unit 2 8 Weeks	Unit 3 8 weeks	Unit 4 8 weeks	Unit 5 7 weeks
Year 1	Geography My Home Town		Geography Our Country		Geography The Weather (hot v cold)
Year 2	Geography The Sea Side		Geography China		
Year 3	Geography The United Kingdom and the use of the land (my city)		Geography Natural Disasters		Geography Rainforests
Year 4	Geography River, Coasts and Oceans		Geography Tale of two counties (field to fork)		
Year 5	Geography Mountains and the Alps		Geography Eastern Europe		Geography Trade and economics (globalisation)
Year 6	Geography USA		Geography North Pole v South Pole and climate change		

Geography Unit LTP overviews

Year 1					
Unit 1		Unit 2		Unit 3	
Unit Title: My street, my school, My town	Length: 8 Weeks	Unit Title: My country	Length: 8 Weeks	Unit Title: The Weather (hot v cold)	Length: 7 Weeks
Domains of Knowledge <ol style="list-style-type: none"> 1. Locational knowledge 2. Place knowledge (*mental map) 3. Human Processes and Physical processes 4. Impact of humans on the Environment 5. Field work (geographical skills) 		Domains of knowledge <ol style="list-style-type: none"> 1. Locational knowledge (<i>Map and atlas work- navigation</i>) 2. Place knowledge (*mental map) 3. Defining human features and processes 4. Defining physical features and processes 5. Impact of humans on the Environment 		Domains of Knowledge <ol style="list-style-type: none"> 1. Locational knowledge (<i>Map and atlas work- navigation</i>) 2. Place knowledge (*mental map) 3. Defining physical features and processes 4. Field work (geographical skills) 	
Key Concepts Place, location and navigation Population and human activity Fieldwork Human features Physical features Fieldwork Sustainability		Key Concepts Population and human activity Place, location and navigation Human features Physical features		Key Concepts Climate and landscape Sustainability Population and human activity Fieldwork Place, location and navigation	
Relevant End Points Covered <ol style="list-style-type: none"> 1. To gather data and use this to deepen knowledge of geographical processes. 2. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map 3. To have an understanding of both familiar and different places and people. 4. To be able to describe Earth's significant physical features and the common processes that influence these features. 5. To understand how earth has been affected by humans and have a resolve to alter their behaviour. 6. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 		Relevant End Points Covered <ol style="list-style-type: none"> 1. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map 2. To have an understanding of both familiar and different places and people. 3. To be able to describe Earth's significant physical features and the common processes that influence these features. 4. To understand how earth has been affected by humans and have a resolve to alter their behaviour. 5. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 		Relevant End Points Covered <ol style="list-style-type: none"> 1. To gather data and use this to deepen knowledge of geographical processes. 2. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map 3. To have an understanding of both familiar and different places and people. 4. To be able to describe Earth's significant physical features and the common processes that influence these features. 	
Assessments (measuring impact and triangulation of learning) Formative (pre-quiz, hinge questions, exit tickets) Summative (small end of unit quiz)		Assessments (measuring impact and triangulation of learning) Formative (pre-quiz, hinge questions, exit tickets) Summative (small end of unit quiz)		Assessments (measuring impact and triangulation of learning) Formative (pre-quiz, hinge questions, exit tickets) Summative (small end of unit quiz)	
Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching		Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching		Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching	
Enrichment		Enrichment		Enrichment	

Year 2			
Unit 1		Unit 2	
Unit Title: The Seaside	Length: 8 Weeks	Unit Title: China	Length: 8 Weeks
Domains of Knowledge <ol style="list-style-type: none"> Locational knowledge (<i>Map and atlas work- navigation</i>) Place knowledge (*mental map) Defining human features and processes Defining physical features and processes Impact of humans on the Environment 		Domains of knowledge <ol style="list-style-type: none"> Locational knowledge (<i>Map and atlas work- navigation</i>) Place knowledge (*mental map) Defining human features and processes Defining physical features and processes Distribution of wealth Field work (geographical skills) 	
Key Concepts <ul style="list-style-type: none"> Place, location and navigation Population and human activity Economic activity: Human features Physical features Sustainability Fieldwork 		Key Concepts <ul style="list-style-type: none"> Place, location and navigation Population and human activity Economic activity Human features Physical features Climate and landscape 	
Relevant End Points Covered <ol style="list-style-type: none"> To gather data and use this to deepen knowledge of geographical processes. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map To have an understanding of both familiar and different places and people. To be able to describe Earth’s significant physical features and the common processes that influence these features. To understand how earth has been affected by humans and have a resolve to alter their behaviour. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 		Relevant End Points Covered <ol style="list-style-type: none"> To gather data and use this to deepen knowledge of geographical processes. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map To have an understanding of both familiar and different places and people. To be able to describe Earth’s significant physical features and the common processes that influence these features. To understand how earth has been affected by humans and have a resolve to alter their behaviour. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 	
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Enrichment		Enrichment	

Year 3					
Unit 1		Unit 2		Unit 3	
Unit Title: The United Kingdom and the use of the land (My city)	Length: 8 Weeks	Unit Title: Natural Disasters	Length: 8 Weeks	Unit Title: Rainforests	Length: 7 Weeks
Domains of Knowledge <ol style="list-style-type: none"> Locational knowledge (<i>Map and atlas work- navigation</i>) Place knowledge (*mental map) Defining human features and processes Defining physical features and processes Impact of humans on the Environment Distribution of wealth Field work (geographical skills) 		Domains of knowledge <ol style="list-style-type: none"> Locational knowledge (<i>Map and atlas work- navigation</i>) Place knowledge (*mental map) Defining human features and processes Defining physical features and processes Field work (geographical skills) 		Domains of Knowledge <ol style="list-style-type: none"> Locational knowledge (<i>Map and atlas work- navigation</i>) Place knowledge (*mental map) Defining human features and processes Defining physical features and processes Impact of humans on the Environment Distribution of wealth Field work (geographical skills) 	
Key Concepts <ul style="list-style-type: none"> Place, location and navigation Fieldwork Population and human activity Economic activity Human features Physical features Climate and landscape 		Key Concepts <ul style="list-style-type: none"> Place, location and navigation Population and human activity Economic activity Tectonic activity Human features Physical features 		Key Concepts <ul style="list-style-type: none"> Place, location and navigation Fieldwork Population and human activity Economic activity Human features Physical features Natural resources Sustainability Climate and landscape 	
Relevant End Points Covered <ol style="list-style-type: none"> To gather data and use this to deepen knowledge of geographical processes. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map To have an understanding of both familiar and different places and people. To be able to describe Earth's significant physical features and the common processes that influence these features. To understand how earth has been affected by humans and have a resolve to alter their behaviour. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 		Relevant End Points Covered <ol style="list-style-type: none"> To gather data and use this to deepen knowledge of geographical processes. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map To have an understanding of both familiar and different places and people. To be able to describe Earth's significant physical features and the common processes that influence these features. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 		Relevant End Points Covered <ol style="list-style-type: none"> To gather data and use this to deepen knowledge of geographical processes. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map To have an understanding of both familiar and different places and people. To be able to describe Earth's significant physical features and the common processes that influence these features. To understand how earth has been affected by humans and have a resolve to alter their behaviour. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 	
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Enrichment		Enrichment		Enrichment	

Year 4			
Unit 1		Unit 2	
Unit Title: Rivers, Coasts and Oceans	Length: 8 Weeks	Unit Title: Tale of two counties (field to fork)	Length: 8 Weeks
Domains of Knowledge <ol style="list-style-type: none"> 1. Locational knowledge (<i>Map and atlas work- navigation</i>) 2. Place knowledge (*mental map) 3. Defining human features and processes 4. Defining physical features and processes 5. Impact of humans on the Environment 6. Distribution of wealth 7. Field work (geographical skills) 		Domains of knowledge <ol style="list-style-type: none"> 1. Locational knowledge (<i>Map and atlas work- navigation</i>) 2. Place knowledge (*mental map) 3. Defining human features and processes 4. Defining physical features and processes 5. Impact of humans on the Environment 6. Distribution of wealth 7. Field work (geographical skills) 	
Key Concepts <ul style="list-style-type: none"> • Place, location and navigation • Fieldwork • Population and human activity • Economic activity • Human features • Physical features • Natural resources • Sustainability 		Key Concepts <ul style="list-style-type: none"> • Place, location and navigation • Fieldwork • Population and human activity • Economic activity • Tectonic activity: • Human features • Physical features • Natural resources • Sustainability • Climate and landscape 	
Relevant End Points Covered <ol style="list-style-type: none"> 1. To gather data and use this to deepen knowledge of geographical processes. 2. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map 3. To have an understanding of both familiar and different places and people. 4. To be able to describe Earth’s significant physical features and the common processes that influence these features. 5. To understand how earth has been affected by humans and have a resolve to alter their behaviour. 6. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 		Relevant End Points Covered <ol style="list-style-type: none"> 1. To gather data and use this to deepen knowledge of geographical processes. 2. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map 3. To have an understanding of both familiar and different places and people. 4. To be able to describe Earth’s significant physical features and the common processes that influence these features. 5. To understand how earth has been affected by humans and have a resolve to alter their behaviour. 6. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 	
Assessments (measuring impact and triangulation of learning) Formative (pre-quiz, hinge questions, exit tickets) Summative (small end of unit quiz) Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching		Assessments (measuring impact and triangulation of learning) Formative (pre-quiz, hinge questions, exit tickets) Summative (small end of unit quiz) Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching	
Enrichment		Enrichment	

Year 5					
Unit 1		Unit 2		Unit 3	
Unit Title: Mountains including the Alps	Weeks	Unit Title: Eastern Europe****	Length: 8 Weeks	Unit Title: Trade and economics	Length: 7 Weeks
Domains of Knowledge <ol style="list-style-type: none"> Locational knowledge (<i>Map and atlas work- navigation</i>) Place knowledge (*mental map) Defining human features and processes Defining physical features and processes Impact of humans on the Environment Distribution of wealth Field work (geographical skills) 		Domains of knowledge <ol style="list-style-type: none"> Locational knowledge (<i>Map and atlas work- navigation</i>) Place knowledge (*mental map) Defining human features and processes Defining physical features and processes Field work (geographical skills) 		Domains of Knowledge <ol style="list-style-type: none"> Locational knowledge (<i>Map and atlas work- navigation</i>) Place knowledge (*mental map) Defining human features and processes Defining physical features and processes Impact of humans on the Environment Distribution of wealth 	
Key Concepts <ul style="list-style-type: none"> Place, location and navigation Fieldwork Population and human activity Economic activity Tectonic activity: Human features Physical features Sustainability Climate and landscape 		Key Concepts <ul style="list-style-type: none"> Place, location and navigation Fieldwork Population and human activity Economic activity Human features Physical features Natural resources Climate and landscape 		Key Concepts <ul style="list-style-type: none"> Place, location and navigation Fieldwork Population and human activity Economic activity Human features Physical features Natural resources Sustainability 	
Relevant End Points Covered <ol style="list-style-type: none"> To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map To have an understanding of both familiar and different places and people. To be able to describe Earth's significant physical features and the common processes that influence these features. To understand how earth has been affected by humans and have a resolve to alter their behaviour. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 		Relevant End Points Covered <ol style="list-style-type: none"> To gather data and use this to deepen knowledge of geographical processes. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map To have an understanding of both familiar and different places and people. To be able to describe Earth's significant physical features and the common processes that influence these features. To understand how earth has been affected by humans and have a resolve to alter their behaviour. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 		Relevant End Points Covered <ol style="list-style-type: none"> To have an understanding of both familiar and different places and people. To be able to describe Earth's significant physical features and the common processes that influence these features. To understand how earth has been affected by humans and have a resolve to alter their behaviour. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 	
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<u>Enrichment</u>		<u>Enrichment</u>		<u>Enrichment</u>	
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Year 6					
Unit 1			Unit 2		
<u>Unit Title: The USA</u>	<u>Length: 8 Weeks</u>		<u>Unit Title: North v South</u>	<u>Length: 8 Weeks</u>	
<u>Domains of Knowledge</u> <ol style="list-style-type: none"> 1. Locational knowledge (<i>Map and atlas work- navigation</i>) 2. Place knowledge (*mental map) 3. Defining human features and processes 4. Defining physical features and processes 5. Impact of humans on the Environment 6. Distribution of wealth 7. Field work (geographical skills) 		<u>Domains of knowledge</u> <ol style="list-style-type: none"> 1. Locational knowledge (<i>Map and atlas work- navigation</i>) 2. Place knowledge (*mental map) 3. Defining human features and processes 4. Defining physical features and processes 5. Impact of humans on the Environment 6. Distribution of wealth 7. Field work (geographical skills) 			
<u>Key Concepts</u> <ul style="list-style-type: none"> • Place, location and navigation • Fieldwork • Population and human activity • Economic activity • Tectonic activity • Human features • Physical features • Natural resources • Sustainability • Climate and landscape 		<u>Key Concepts</u> <ul style="list-style-type: none"> • Place, location and navigation • Fieldwork • Population and human activity • Economic activity • Human features • Physical features • Natural resources • Sustainability • Climate and landscape 			
<u>Relevant End Points Covered</u> <ol style="list-style-type: none"> 1. To gather data and use this to deepen knowledge of geographical processes. 2. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map 3. To have an understanding of both familiar and different places and people. 4. To be able to describe Earth’s significant physical features and the common processes that influence these features. 5. To understand how earth has been affected by humans and have a resolve to alter their behaviour. 6. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 		<u>Relevant End Points Covered</u> <ol style="list-style-type: none"> 1. To gather data and use this to deepen knowledge of geographical processes. 2. To use different artefacts (maps, Atlases, aerial views globes) to locate features of interest, build a mental map of place and then use that information to make a map 3. To have an understanding of both familiar and different places and people. 4. To be able to describe Earth’s significant physical features and the common processes that influence these features. 5. To understand how earth has been affected by humans and have a resolve to alter their behaviour. 6. To be able to name and locate key human and physical features around the globe to recall knowledge of place. 			
<u>Assessments (measuring impact and triangulation of learning)</u> Formative (pre-quiz, hinge questions, exit tickets) Summative (small end of unit quiz) <u>Subject lead</u> Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching		<u>Assessments (measuring impact and triangulation of learning)</u> Formative (pre-quiz, hinge questions, exit tickets) Summative (small end of unit quiz) <u>Subject lead</u> Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching			

Enrichment		Enrichment	
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Geography progression

End Point	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>To gather data and use this to deepen knowledge of geographical processes.</i>	<p>To be able to write clearly and accurately (See English NC for guidance)</p> <p>To be able to orally express ideas and observations</p> <p>To be able to use geographical terminology from relevant topics</p>	<p>To be able to compare and contrast between two areas and sets of data</p> <p>To be able to write clearly and accurately (See English NC for guidance)</p> <p>To be able to orally express ideas and observations clearly</p> <p>To be able to use geographical terminology from relevant topics</p>	<p>To be able to present findings from fieldwork using clear and concise prose</p> <p>To be able to follow a structure for presenting fieldwork investigations and findings</p> <p>To be able to present findings from fieldwork using age appropriate graphs/charts and sketch maps/plans (see maths curriculum for graphs)</p> <p>To be able to write clearly and accurately (See English NC for guidance)</p> <p>To be able to orally express ideas and observations clearly</p> <p>To be able to use geographical terminology from relevant topics</p>	<p>To be able to explain a process clearly (the water cycle)</p> <p>To be able to explain trends and patterns observed</p> <p>To be able to write clearly and accurately (See English NC for guidance)</p> <p>To be able to orally express ideas and observations clearly</p> <p>To be able to use geographical terminology from relevant topics</p>	<p>To know that stating facts and observations without giving an opinion is known as being objective.</p> <p>To take an objective stance</p> <p>To be able to write clearly and accurately (See English NC for guidance)</p> <p>To be able to orally express ideas and observations clearly</p> <p>To be able to use geographical terminology from relevant topics</p>	<p>To take an objective stance</p> <p>To be able to write clearly and accurately (See English NC for guidance)</p> <p>To be able to orally express ideas and observations clearly</p> <p>To be able to use geographical terminology from relevant topics</p> <p>To be able to explain a process clearly (the water cycle)</p>
<i>To have an understanding of both familiar and different places and people.</i>	<p>To be able to describe the local area</p> <p>To be able to identify key human features of an area such as: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>To recall different types of settlement: town, city and village</p> <p>To be able to compare one small area of the UK with</p>	<p>To be able to compare one small area of the UK with another on a different continent</p> <p>To understand and be able to describe how people in different areas might live their lives in different ways</p> <p>To know the number of people who live in a place is called its population</p>	<p>To be able to compare a larger region of the UK with another on a different continent.</p> <p>To understand not every country has the same amount of wealth, food and natural resources – and the effect of this.</p> <p>To understand and be able to describe how people in different areas might live their lives in different ways.</p>	<p>To be able to compare a larger region of the UK with another on a different continent.</p> <p>To be able to recall the location of some globally significant places.</p> <p>To name and locate the counties of the UK.</p>	<p>To be able to recall the location of some globally significant places.</p> <p>To understand the process of people moving from one country to another is called migration and recall the possible reasons for this.</p> <p>To know that natural resources include oil, gas and minerals.</p>	<p>To be able to compare a larger region of the UK with another on a different continent.</p> <p>To be able to recall the location of some globally significant places.</p>

	another on a different continent	To be able to identify key human features of an area such as: city, town, village, factory, farm, house, office, port, harbour and shop	To know the number of people who live in a place is called its population To understand that people use land in different ways		To recall common valuable minerals: iron, copper, aluminium and salt To explain how countries, make money through trade To know what importing and exporting is.	
<i>To be able to describe Earth's significant physical features and the common processes that influence these features.</i>	To be able to describe different types of weather To know the four seasons and their typical features in the UK	To be able to describe different types of weather To know the four seasons and their typical features in the UK To identify common land and sea features such as mountains, hills, seas, rivers ponds, canals, islands, beaches, cliffs, coasts, forests, oceans, soil, valleys, vegetation	To understand climate is the usual weather, rainfall, humidity and wind in a place To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra To understand the structure of the earth To know that tectonic plates sit on top of a layer of molten lava and it is how these plates interact which causes volcanoes and earthquakes To explain how volcanoes are formed To explain what some of the effects of a volcanic eruption would be and look at examples	To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra To know the key features of each of the 6 main climates and landscapes To explain how climate has affected the landscape in each climate To know a biome is a group of animals and plants which have similar characteristics to each other because of the climate they live in To explain some of the common characteristics from a biome of a particular region To be able to explain the water cycle: evaporation, condensation, precipitation and return to the sea	To understand the structure of the earth To know that tectonic plates sit on top of a layer of molten lava and it is how these plates interact which can cause some physical features: mountain ranges, ocean trenches, submarine mountain ranges, fault lines To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra To know the key features of each of the 6 main climate and landscapes: Polar – extremely cold and dry. North and South Pole. Not much lives there Temperate – Cold winters and mild summers includes most of Europe and North America. Might have forests and grasslands Arid – hot and dry all year includes deserts of Africa and Asia Tropical – hot and wet includes jungles of South America and Pacific Islands Mediterranean – mild winters and hot, dry summers in the areas surrounding the Mediterranean Sea. Tundra – very cold all year round, include the tops of mountains in the very	To understand the structure of the earth To know a vegetation zone is an area which has a certain kind of soil, plants and weather pattern To be able to locate some large vegetation zones on an atlas and describe some features. To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra To know the key features of each of the 6 main climate and landscapes: Polar – extremely cold and dry. North and South Pole. Not much lives there Temperate – Cold winters and mild summers includes most of Europe and North America. Might have forests and grasslands Arid – hot and dry all year includes deserts of Africa and Asia Tropical – hot and wet includes jungles of South America and Pacific Islands Mediterranean – mild winters and hot, dry summers in the areas surrounding the Mediterranean Sea. Tundra – very cold all year round, include the tops of mountains in the very

					<p>northern parts of North America and Asia.</p> <p>To explain some of the common characteristics from a biome of a particular region</p>	<p>northern parts of North America and Asia.</p> <p>To explain some of the common characteristics from a biome of a particular region</p> <p>To know a vegetation zone is an area which has a certain kind of soil, plants and weather pattern</p>
<p>To understand how the earth has been affected by humans and have a resolve to alter their behaviour.</p>	<p>To understand how everyday actions can reduce waste and save energy:</p> <p>Recycling</p> <p>Using public transport</p> <p>Switching off lights</p> <p>Reducing food waste</p> <p>To understand the role all humans have to play in looking after the world</p> <p>To participate in looking after the world.</p>	<p>To understand how everyday actions can reduce waste and save energy:</p> <p>Recycling</p> <p>Using public transport</p> <p>Switching off lights</p> <p>Reducing food waste</p> <p>To understand the role all humans have to play in looking after the world</p> <p>To participate in looking after the world.</p>	<p>To know climate change is a change in global climate patterns</p> <p>To know some of the effects of climate change</p> <p>To understand the role all humans have to play in looking after the world</p> <p>To know deforestation is the action of systematically clearing a wide area of trees and that the consequence are a loss of habitat , extinction of animals and more carbon-dioxide in the atmosphere.</p> <p>To participate in looking after the world.</p>	<p>To know climate change is a change in global climate patterns</p> <p>To understand that climate change theory has been caused by humans (too extreme to be part of the Earth's natural warming and cooling cycle)</p> <p>To understand the role all humans have to play in looking after the world</p> <p>To understand that food miles are the distance a product has travelled from where it is grown or produced to where it will be eaten.</p> <p>To know that one of the effects is that it is harder to grow food.</p> <p>To participate in looking after the world.</p>	<p>To know climate change is a change in global climate patterns</p> <p>To know some of the effects of climate change</p> <p>To understand the role all humans have to play in looking after the world</p> <p>To know that one of the effects is global temperatures rising</p> <p>To participate in looking after the world.</p>	<p>To know climate change is a change in global climate patterns</p> <p>To know some of the effects of climate change</p> <p>To understand the role all humans have to play in looking after the world</p> <p>To know that one of the effects is the melting of the ice-caps and sea levels rising</p> <p>To understand the difference between renewable and non-renewable energy sources and how they affect climate change</p> <p>To be able to give examples of renewable sources of power: wind, tide, solar, hydroelectric</p> <p>To be able to give some examples of non-renewable sources of power: coal, oil and gas</p> <p>To participate in looking after the world.</p>
<p>To be able to name and locate key human and physical features around the globe to recall knowledge of place.</p>	<p>To be able to name and locate the countries, capital cities and seas of the UK</p>	<p>To understand that countries are grouped into continents.</p> <p>To be able to recall the 7 continents: Africa, Antarctica,</p>	<p>To be able to recall the 7 continents: Africa, Antarctica, Australia and Oceania, North America, South America and Europe and locate them.</p>	<p>To be able to recall the 8 points of a compass</p>	<p>To know some frequently used map symbols</p> <p>To be able to recall their mental map to recall the</p>	<p>To be able to navigate a simple route using an OS map (residential)</p> <p>To understand scale factor</p>

	<p>To be able to locate the UK and areas studied on a map, globe and atlas</p> <p>To be able to use locational and directional language e.g. near, far, left and right</p> <p>To be able to locate the Northern and Southern Hemisphere</p>	<p>Australia and Oceania, North America, South America and Europe</p> <p>To be able to recall the 5 Oceans</p> <p>To be able to name and locate other major cities in the UK</p> <p>To be able to recall the 4 compass points</p> <p>To be able to use an index in an atlas.</p>	<p>To be able to recall the 5 Oceans and locate them</p> <p>To be able to locate the equator, tropic lines and poles on a map</p> <p>To know countries are separated by borders</p> <p>To be able to recall their mental map of countries already studied</p> <p>To be able to interpret a key</p>	<p>To be able use the 8 compass points to describe direction and location</p> <p>To create a simple map using symbols and or a key</p> <p>To be able to interpret 4 figure grid references</p> <p>To be able to recall their mental map to recall the location of countries already studied.</p> <p>To be able to use mapping technologies such as google maps</p>	<p>location of countries already studied.</p> <p>To use maps to interpret and locate areas of elevation</p>	<p>To be able to interpret 6 figure grid references</p> <p>To be able to recall their mental map to recall the location of countries already studied (including Russia).</p> <p>To be able to use the 8 compass points to describe direction and location (residential)</p> <p>To know some frequently used map symbols</p>
<p>To use different artefacts (maps, Atlases, aerial views, globes) to locate features of interest, build a mental map of place and then use that information to make a map</p>	<p>To draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>To use photographs and maps to identify features</p>	<p>To draw or make a map of real places (e.g. add detail to a sketch map from aerial photograph)</p> <p>To use and construct basic symbols in a key</p>	<p>To make a map of a short route with features in order.</p> <p>To use standard symbols, and understand the importance of a key</p>	<p>To recognise and use an OS map, use symbols and make a key</p> <p>To draw a sketch map from a high viewpoint</p>	<p>To draw a variety of maps based on data</p> <p>To draw sketch maps using standard symbol and keys</p> <p>To use and recognise OS map symbols regularly</p>	<p>To draw a variety of maps based on data which are of increasing complexity</p> <p>To draw sketch maps using standard symbol and keys</p> <p>To use Atlas symbols when drawing maps</p>

Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
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Unit 1: : My street, my school, My town					
	Big question and second-order concepts	Key Concepts covered	Broken down knowledge	Declarative knowledge	Procedural Knowledge
Week 1	Where do you live? Significance Continuity and change	Place, location and navigation Population and human activity	To be able to describe the local area	Introduce students to the concept of place We live in the UK In a country called England In a city called Manchester In a town called Dukinfield On a street (children might know their address) In a house In a bedroom	
Week 2	What types of buildings do settlements have? Similarity and difference	Human features	To be able to identify key human features of an area such as: city, town, village, factory, farm, park, house, office, port, harbour and shop To recall different types of settlement: town, city and village	Size of settlement grows Villages: Houses: These are residential buildings where people live. Schools: Small villages may have primary schools for children. Churches: Villages often have a church or chapel for religious services. Village halls: These buildings are used for community gatherings and events. Shops: Small grocery stores, bakeries, or other small shops may be present. Towns: Houses: Similar to villages, towns have residential buildings. Schools: Towns usually have primary schools as well as secondary schools. Libraries: Public libraries are commonly found in towns. Places of worship: A number of places of worship are usually found in a town Town halls: These buildings serve as administrative centers for the town. Hospitals: Towns may have medical facilities for healthcare services. Shops: A variety of shops and stores, including supermarkets, are found in towns. Cities: Houses and apartments: Residential buildings are present in cities. Schools and universities: Cities have a wide range of educational institutions. Hospitals and clinics: Cities have numerous medical facilities. Government buildings: Cities house administrative offices, courthouses, and other government facilities. Museums and art galleries: Cities often have cultural institutions for art and history. Theatres and cinemas: Cities offer entertainment venues for plays, movies, and performances. Shopping centres: Cities have large shopping complexes with a variety of stores. Skyscrapers: Cities are known for tall buildings and skyscrapers, especially in business districts.	

				Cathedrals
Week 3	<p>Is Dukinfield a village town, or city?</p> <p>**Field Work**</p> <p>Enquiry Similarity and difference</p>	<p>Fieldwork Human features Physical features</p>	<p>To be able to describe the local area</p> <p>To be able to identify key human features of an area such as: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>To recall different types of settlement: town, city and village</p>	<p>Children to take part in field work using previous knowledge to learn if Dukinfield is a village, town or city</p> <p>Dukinfield is a town: it has a town hall, a small number of shops a library. It doesn't have a skyscraper, a museum, a hospital, or a cathedral.</p> <p><u>Make sure that information is collected for the following two lessons</u></p>
Week 4	<p>How can we make a map of our local area?</p> <p>**Field Work**</p> <p>Enquiry</p>	<p>Place, location and navigation Human features Physical features</p>	<p>To draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>To use photographs and maps to identify features</p> <p>To be able to use locational and directional language e.g. near, far, left and right</p>	<p>Discuss with the students what a map is and its purpose</p> <p>Use an Ariel photo of school, St Marks Church and the Town Hall</p> <p>Construct a map from school to church</p> <p>Draw on key features: school, park, Martins, shop, Town hall</p> <p>Use map to answer directional questions</p>
Week 5	<p>Where do people live in Dukinfield?</p> <p>**Field Work**</p> <p>Enquiry Similarity and difference</p>	<p>Human features</p>	<p>To be able to describe the local area</p>	<p>Children explore different types of houses found in a Dukinfield.</p> <p>Everyone lives a "house" a place to go home to.</p> <p>Settlements have different types of housing:</p> <ul style="list-style-type: none"> • Detached houses: These are standalone houses not connected to any other buildings. They have their own private outdoor spaces, such as a front yard or garden. • Semi-detached houses: These houses share a common wall with another house on one side. Each house has its own separate entrance and garden. • Terraced houses: Terraced houses are a row of houses connected to each other in a line. They share side walls with the neighbouring houses. • Apartments/Flats: Apartments or flats are multiple dwellings within a larger building. Each apartment is a separate living unit, and residents share common entrances and facilities. • Bungalows: Bungalows are single-story houses with no upper floors. They usually have a small garden or yard surrounding them.
Week 6	<p>What types of jobs do people in Dukinfield have?</p> <p>Similarity and difference Enquiry</p>	<p>Human features</p>	<p>To be able to describe the local area</p>	<p>Children to explore different types of jobs that people have in Dukinfield through their field work:</p> <p>Teachers</p> <p>Police (cars)</p> <p>Paramedics (cars)</p> <p>Bus drivers</p> <p>Shop keepers</p>

				<p>Hairdressers Mayor (town hall) Postal workers Builders Bakers</p> <p>These examples are just a few of the many jobs that people have in a settlement. It's important to emphasize that different people have different jobs based on their skills, interests, and the needs of the community. People have a job (similar) the difference is that people have different jobs.</p>
Week 7	<p>How can we look after our local area?</p> <p>Responsibility</p>	Sustainability	<p>To understand how everyday actions can reduce waste and save energy: Recycling Using public transport Switching off lights Reducing food waste</p> <p>To understand the role all humans have to play in looking after the world</p> <p>To participate in looking after the world.</p>	<p>Looking after our local area is important for creating a clean, safe, and pleasant environment for everyone: school and town.</p> <p>Examples of how we can look after our local area (non-exhaustive) Litter picking: Recycling Walking to school</p> <p>Children to go litter picking around school.</p>
Week 8	How much have we learnt?	<p>Summative assessment of unit using knowledge taught Use quiz for P and R</p>		

Unit 2: : Our Country					
	Big question and second-order concepts	Key Concepts covered	Broken down knowledge	Declarative knowledge	Procedural Knowledge
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8	How much have we learnt?	<p>Summative assessment of unit using knowledge taught Use quiz for P and R</p>			

Unit 3: : The Weather (hot v cold)					
	Big question and second-order concepts	Key Concepts covered	Broken down knowledge	Declarative knowledge	Procedural Knowledge
Week 1					
Week 2					
Week 3					
Week 4					
Week 5				•	
Week 6					
Week 7	How much have we learnt?	Summative assessment of unit using knowledge taught Use quiz for P and R			