

Subject: Geography**Curriculum intent**

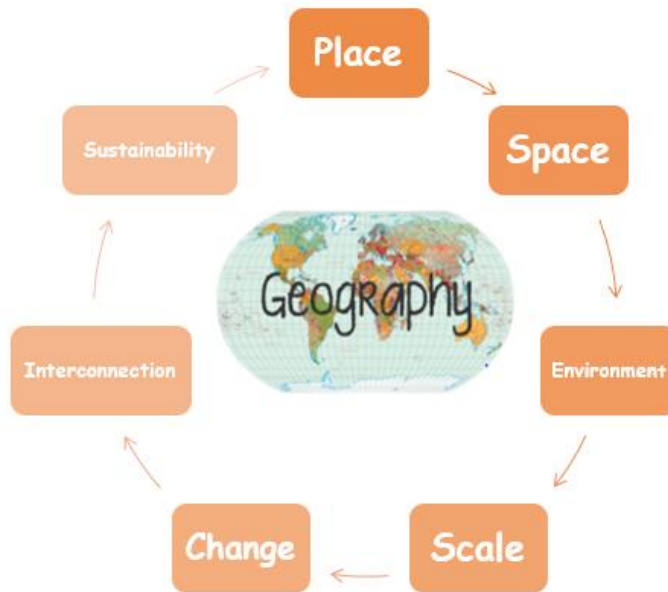
At Branton St Wilfrid's, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables children to acquire knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. The curriculum is designed to ensure that teaching equips pupils with knowledge about and appreciation for diverse places, people and resources.

It is our intention that pupils will achieve by becoming more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** geographical knowledge. This ensures that pupils develop the knowledge, skills and understanding of the key geographical concepts of **contextual knowledge, processes** (both physical and human) and **geographical skills** ensuring that they achieve or exceed the aims of the National Curriculum for Geography – Key Stages 1 and 2.

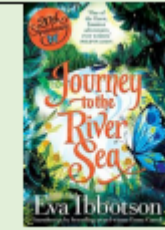
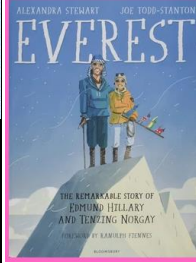
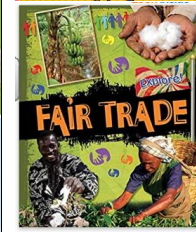
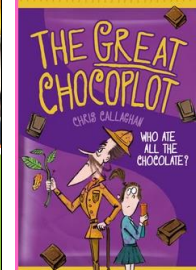
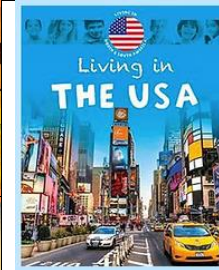
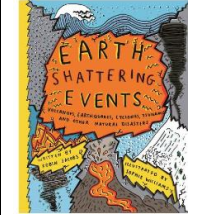
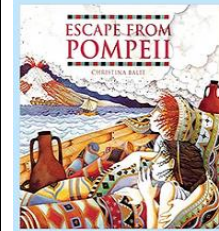
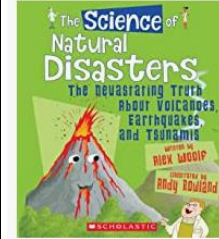
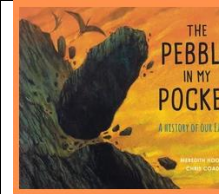
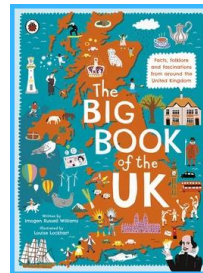
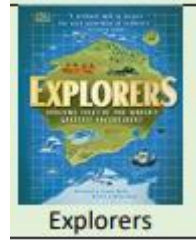
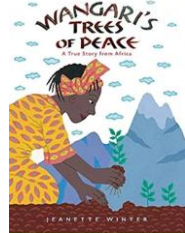
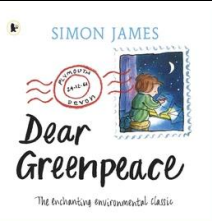
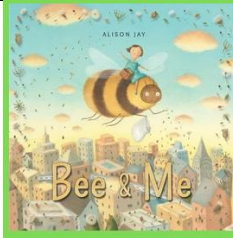
Branton St-Wilfrid's C of E Primary - Whole school Geography Progression Map

	Reception 3-4 Year Olds Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TOPICS		Local Area and Kenya	Great Explorers (Continents and Oceans) Where in the world Am I? (The United Kingdom)	Angry Earth (Earthquakes and Volcanoes)	Chocolate (Rainforests) Road Trip USA	One Well – Rivers and Water Greece- Athens	Climate change

Substantive Concepts



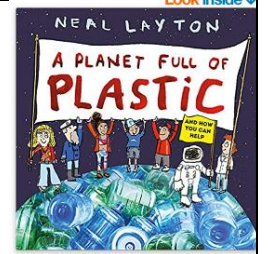
	Place	Place Space Environment	Place Space Environment	Place Space Environment Scale Change	Place Space Environment Scale Change	Place Space Environment Scale Change Interconnections Sustainability	Place Space Environment Scale Change Interconnections Sustainability
	Core Texts						



Journey to the River Sea



A River



		Africa Day			Flight to America Visit to York Chocolate story		
Topic Driver – Overarching Question							
		What is it like to live in Kenya compared with Branton?	Where did the great explorers visit? Where in the world Am I?	Why and where do volcanoes and earthquakes occur?	Where can I visit on my USA Road trip? Should all chocolate be Fairtrade chocolate?	Is water a friend or foe?	What is the effect of climate change on ecosystems?
Enquiry Questions (Sticky Knowledge)							

		<p><u>Local Area and Kenya</u> What sort of area do I live in? What are the main features of our school grounds? What can I find out about my local area? How can I describe my local area? How can a map show what a place is like? How do we make a map of the local area? Introduction to Zambia Where is Mugurameno? What is it like living near a river in Mugurameno? Which animals live in Mugurameno? What is life like for the people of Mugurameno?</p>	<p><u>United Kingdom</u> What is the United Kingdom? What can I find out about the United Kingdom? What are the UK's countries like? What are the UK's capital cities like? What do I know about a country in the UK?</p> <p><u>Explorers - Continents and Oceans</u> Where are the world's continents? Where are the world's oceans? How can I show the continents and oceans on a map? What are the main features of each continent?</p>	<p><u>Angry Earth</u> What lies beneath the surface of the Earth? What happens when the Earth's plates meet? What goes on inside a volcano? What can we learn from some famous earthquakes? What can I find out about real volcanoes? How do earthquakes affect people and places? What help do people need before and after an earthquake? What could you do if an earthquake happened? What happens when a volcano erupts? What would it be like to live near a volcano?</p>	<p><u>Road trip USA</u> Where is North America and what is it like? Where and what is the United States of America? What are the human and physical features of America? What are the landscapes like in the USA? What is a good place to visit on my road trip? How will a compass help me to navigate around the USA? What does the map of America tell me? What types of settlement do different native American Indians live in? What are the Rockies like? Which US state would I like to live in and why? How does New York compare with my home area?</p> <p><u>Chocolate / Rainforests</u> What are the different types of chocolate? Where are the world's rainforests/ Where does chocolate come from? What makes up a rainforest? What are the main features of a rainforest? What is the Congo rainforest like? How does cocoa production effect the lives and activities of coco farmers? Why are the rainforests being cut down?</p>	<p><u>Rivers</u> What is a river? How do people use rivers? What journeys do rivers make? How do people change rivers? How can flooding affect people? What can I find out about the world's longest rivers?</p> <p><u>Greece/ Athens</u> Where is Europe and what are its countries like? Why are migrants coming to Greece? What is the landscape of Greece like today? Where would you visit in Athens? How does everyday life in Athens compare with that in other places?</p>	<p><u>Climate Zones and the effect of climate change</u> Why does a place's location in the world affect its climate? What on earth is a climate zone? How is the climate in the UK different from that in the tropics? How does the climate vary around the world? What is the weather like on a typical day for places in different climate zones? What is special about each climate zone? What is climate change? How is climate change effecting different climate zones?</p>
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					Why does the Amazon Rainforest matter so much? What is Fairtrade? What is forest friendly farming?		
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National Curriculum Objectives

Location Knowledge	<p>Understanding the world</p> <p><small>Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</small></p> <p><small>Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</small></p>	Name and locate the world's seven continents and five oceans	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name and locate the surrounding seas of the UK	Locating world's countries, using maps to focus on Britain and Europe, concentrating on their environmental regions, key physical and human characteristics	Locating world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics Name and locate counties and cities of the United Kingdom, and their key topographical features (hills and mountains) Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere	Name and locate counties and cities of the United Kingdom, and their key topographical features (coasts and rivers).	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
	Place knowledge	<p>People, culture and communities</p> <p><small>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</small></p>	Understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom (Branton))	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country	Understand geographical similarities and differences through the study of human and physical geography of a region within North America	Understand geographical similarities and differences through the study of human and physical geography of a region within South America	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
		Human and physical geography	<p>The Natural world</p> <p><small>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some</small></p>	use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of physical geography including: volcanoes and earthquakes Describe and understand key aspects of human geography including: types of settlement and land use , and the distribution of natural resources including energy, food, minerals and water	Describe and understand key aspects of physical geography including: biomes and vegetation belts, mountains, the water cycle Describe and understand key aspects of human geography including: economic activity including trade links and types of settlement and land use and the distribution of natural resources including energy, food, minerals and water	Describe and understand key aspects of physical geography including: rivers Describe and understand key aspects of human geography including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork	important processes and changes in the natural world around them, including the seasons.	Use maps, atlases and globes to identify the United Kingdom and its countries	Use maps, atlases and globes to identify countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East, West) and locational and directional language (near and far, left and right) to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map Use and construct basic symbols in a key	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, and four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	Use the eight points of a compass, and four- and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
	Disciplinary Concepts (Geographical skills)						
Human and physical	Use the correct terms for simple geographical features in the local environment	Use the correct terms for simple geographical features in the local environment and contrasting location	Describe and compare human and physical features seen in their local environment and the UK Name and describe human and physical features of other places, asking and responding to questions	Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world (how have earthquakes changed the landscape in some countries – Canary Islands, Italy)	Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features (Native American Indian settlements – types of houses, use of natural resources)	Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world	Explain how climate zones affect the physical and human features of a place in the world
United Kingdom	Name the four countries of the United Kingdom	Locate the United Kingdom	Name and locate the capital cities of the United Kingdom and its surrounding seas Name and locate the four countries of the United Kingdom on a map or globe			Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found Name and locate some counties in the UK	Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems
The world	Understand that we live in a wider world	Understand that the UK is part of a wider world Name and Locate Africa	Name and locate the world's continents and oceans on a world map or globe	Make comparisons of the same geographical feature in different countries (volcanoes in different countries, how common earthquakes are) Locate the countries of Europe (including Russia)	Locate the countries and major cities in North America Name and Locate some of the countries that contain rainforests	Describe and explain similarities and differences (human and physical) of a region or area within South America	Describe the environmental regions and key human and physical characteristics of countries in different climate zones

Environmental	Describe how pollution (litter) affects the local environment (Describe how pollution (litter) affects the local environment	Identify how people can damage the environment Explain how people try to sustain environments	Explain and understand how physical disasters can change the environment and the people living there (change in landscape, people being homeless, building designs to withstand earthquakes)		Explain the effect of industrial activity on the environment and suggest ways to improve it (pollution)	Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment (climate control)
Processes		Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment)	Describe how human activity has changed the geography of an area – Branton	Explain how physical processes have changed the characteristics of a landscape, country or continent (Canary Islands, landscape, tourism)		Explain how the physical processes of erosion, transportation and deposition affect the environment (rivers)	Describe how climate, ecology and people are affected by cold
Weather and climate	Name the four seasons and describe typical weather conditions for each of them		Locate hot and cold areas of the world in relation to the Equator and the North and South poles and explain how the weather affects these areas		Sequence and explain the features of a physical weather process, such as the water cycle Describe how weather and climate affects land use and food production	Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism	Explain how extreme climates affect the lives of people living there and the human and physical geography
Places		Identify the similarities and differences between the local environment and one other place		Compare and contrast how areas of the world have capitalised on their physical and human features (increase in tourism – Vesuvius, Mount Teide – Tenerife, Timanfaya National Park – Lanzarote, tours, cafes, visitor centres, etc)	Compare and contrast areas of vegetation and biomes in different locations	Describe how weather can affect land use (flooding near rivers)	Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there
Changes over time		Explain what changes have taken/are taking place in the local environment			Describe how changes in the features of a place can affect the lives and activities of the people living there	Explain how things change by referring to the physical and human features of the landscape	Identify changes in the global environment (climate change) Describe how physical and human processes lead to change in places (melting of polar ice caps)
Express views	Ask and respond to questions about places/environments	Ask and respond to questions about places/environments	Use given information and observations to ask and respond to questions about the environment, recognising how people affect this	Provide reasons for their observations, views and judgements regarding places and environments (do they think tourism is a good idea in places near to volcanoes – justify)	Offer reasons for their own views and recognise that other people may hold different views	Discuss and comment on a range of views people hold about environmental change (effects of damming)	Recognise that different values and attitudes, including their own, result in different approaches to environmental change
Mapping	Look at a range of different maps	Draw a simple map of local place (school grounds)	Draw simple maps or plans using symbols for a key (local area)		Draw sketch maps and plans using standardised symbols and a key (areas in USA)		Produce accurate scaled maps (London/local area)

Using maps	Look at a range of different maps Use a map of the classroom/outdoor area	Locate Africa and UK on a Map	Locate continents and oceans on a map Locate countries on a UK map	Locate geographical features on a map or atlas using symbols shown in a key (using atlases/maps to locate volcanoes, fault lines, etc)	Locate geographical features on a map or atlas using symbols shown in a key (using atlases/maps to locate rainforests)	Locate and name geographical features (rivers) on an Ordnance Survey map	Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping
Field work	Aerial photographs following a route around school – creating a journey stick	Human and Physical features of our local area following a route around the village creating a journey stick	Litter Survey Plotting bins and their route on a map	Weather study	Traffic Survey	River study Doncaster	Settlement and land use Doncaster town
Research	Use maps, pictures and stories to find out about different places	Use maps, pictures and stories to find out about different places	Use information texts and the web to gather information about the world's human and physical geography	Locate appropriate information needed for a task, from a source material (use maps, atlases, globes, non-fiction books, internet)	Suggest which source material to use for a specific task, locating the information needed	Use search engines, index, contents and other research techniques to locate and interpret information	Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it.
Direction		Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork	Use compass directions (North, South, East and West) to describe the location of geographical features on a map		Use the eight points of a compass and 4 figure grid references to describe the location of a country or geographical feature Plot a route on a map or globe from one place to another, identifying cities or significant landmarks that are passed (route across America)	Use the eight points of a compass and four and six figure grid references to locate features on an Ordnance survey or world map	Use the eight points of a compass and six figure grid references and plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport
Positioning		Locate areas studied in relation to the local area, UK and the world	Locate the Equator and the North and South Poles	Locate and explain the significance of the equator (equator for ring of fire)	Locate and explain the significance of the Equator, tropics of Cancer and Capricorn to a range of countries of the world		Locate and explain the significance of the Northern and Southern hemisphere (seasons, pollution), Tropics of Cancer and Capricorn, latitude and longitude and the Prime Greenwich Meridian. Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place.
Data		Collect data during field work such as the number of trees/houses	Collect and organise simple data from first and second hand sources including fieldwork	Collect and analyse data from first or second hand sources (atlases, non-fiction books, internet – number of eruptions, earthquakes – magnitude, etc)	Collect and analyse data from first or second hand sources, identifying and analysing patterns and suggesting reasons for them	Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue (speed/volume of water in rivers)	Analyse and present more complex data from different sources, suggesting reasons why it may vary
Perspectives		Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above	Identify and describe geographical human and physical features using an aerial photograph	Compare and contrast aerial photographs, explaining their similarities and differences (shapes of volcanoes from above)	Compare and contrast human features between different places using aerial photographs (different street patterns in US and UK – New York and London)	Explain what physical and human processes may have occurred in a place by studying an aerial image of it (rivers, dams, reservoirs)	Use the web and satellite mapping tools to find out and present geographical information about a place

Vocabulary	town village country river house street shop church school map weather season North South	city factory farm office landmark tower lake aerial photograph road sign office supermarket post office address post code urban rural transport North South East West	sea ocean harbour beach island coast capital city North pole South pole Equator continent map symbol environment aerial photograph	earthquake volcano tsunami eruption aftershock magma lava dormant extinct active fault magnitude landslide tectonic plates Northern hemisphere Southern hemisphere settlement land use resources human features physical features	biome vegetation belt climate land use food production Tropic of Cancer Tropic of Capricorn water cycle fair trade hill mountain peak valley cliff ridge plateau summit terrain range American state tribe national park landmark North North East East South East South South West West North West grid reference	estuary mouth source meander waterfall erosion deposition tributary ox bow lake delta stream spring confluence flood plain upper course middle course lower course reservoir dam flooding tourism conservation industry Ordnance Survey street children Amazon rainforest Andes mountains inhabitant population Incas	Arctic circle Antarctic circle polar regions icebergs ice caps indigenous climate change time zone climate zone Prime/Greenwich meridian latitude longitude ecology satellite image
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Global Goals

In addition to the key concepts, our Geography curriculum is underpinned by some of the 17 [global goals](#) that world leaders agreed to in 2015 to create a better world.