Stanton-in-Peak Church of England Primary School

Geography Whole School Learning Spiral and Progression

"Life in all its fullness." John 10:10

Our Curriculum intent and aims:

The world around us is forever changing, the interaction between the physical and human processes contribute to an evolving landscape, these landscapes, as they change, offer challenges to people of different times affecting the complexities of their lives, leading to processes of evolution and a diversity of societies and relationships both past and present. At Stanton in Peak, we have created a curriculum that equips children with skills of perceptive thinking, thoughtful questioning of observations and information, and the confidence to hypothesis and explore different perspectives. We believe these skills will inspire curiosity and fascination that will remain with our pupils for the rest of their lives. As the world grows their knowledge and understanding should grow with it. Our Knowledge and Understanding of the world policy includes the teaching and learning of Geography and History.

We aim to ensure that, in geography, all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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Geography Long Term Plan

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Early Year Framework	
Understanding the World (People and Communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions.	**Understanding the World (The World)** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	I	Earth		Japan	Cities	Stanton	France
	J1	Earth	Italy	Egypt	Greece		Blue Planet
	J2	United Kingdom		Germany	North America including USA		Eastern Europe

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 2	I	Space		Countryside	Coast	South Africa	Australia
	J1	United Kingdom		Europe		Modern Day England	
	J2	United Kingdom		Mexico	Brazil	India	

Infants	C1	Earth	Japan	Cities	Stanton	France
	C2	Space	Countryside	Coast	South Africa	Australia

Junior 1	C1	Blue Planet	Rome	Egypt	Greece
	C2	United Kingdom	Europe		Modern Day England

Junior 2	C1	United Kingdom	North America including USA		Eastern Europe
	C2	United Kingdom	Mexico	Brazil	India

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Geography Medium Term Plan

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Infants

Geographic Skills and Fieldwork

	Cycle 1	Cycle 2
Autumn 1	**Earth** name and locate the world's seven continents and five oceans	**Space** Earth as part of the solar system
Autumn 2	**Earth** name and locate the world's seven continents and five oceans	**Space** Earth as part of the solar system
Spring 1	**Japan** 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	**Country** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use basic geographical vocabulary to refer to human and physical features
Spring 2	**Cities** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use basic geographical vocabulary to refer to human and physical features	**Coast** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use basic geographical vocabulary to refer to human and physical features
Summer 1	**Stanton** use basic geographical vocabulary to refer to human and physical features	**South Africa** 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 and the North and South Poles
Summer 2	**France** use basic geographical vocabulary to refer to human and physical features	**Australia** 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 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 and the North and South Poles

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Junior 1

Geographic Skills and Fieldwork

	Cycle 1	Cycle 2
Autumn 1	**Blue Planet** 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) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**United Kingdom** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Autumn 2	**Rome** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**United Kingdom** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Spring 1	**Egypt** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use,	**Europe** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Spring 2 + Summer 1	**Greece** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use,	**Europe** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Summer 1	**Blue Planet** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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)	**Modern Day England** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

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Junior 2

Geographic Skills and Fieldwork

	Cycle 1	Cycle 2
Autumn 1	**United Kingdom** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**United Kingdom** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Autumn 2	**United Kingdom** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**United Kingdom** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Spring 1	**North America** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - USA	**Mexico** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Spring 2 + Summer 1	**North America** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**Brazil** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Summer 1	**Europe** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**India** human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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Early Year Framework	
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		KS1	LKS2	UKS2
Locational Knowledge	World	Children use maps to explore the world and its continents and oceans, starting with the Pangaea. *Links: Dinosaures, Rosa Parks, Mary Anning and books from around the world*	Children are introduced to the worlds mapping system including equator, longitude and latitude, north and south hemisphere and the Arctic and Antarctic circle. Children use atlases and maps to locate countries of the world outlined within the long term plans above. Children concentrate on their physical and human characteristics and countries with the exception of Rome *Links: Ancient Greeks, Ancient Egyptians, Romans, Anglo-saxons*	Children gain a greater understanding of the importance of longitude and latitude, equator and tropics of cancer and Capricorn. Children use atlases and digital maps to locate countries of the world outlined within the long term plans above. Children concentrating environmental regions and major cities/ states *Links: Mayans, Vikings, WWII*

	United Kingdom	Children will name and locate the four countries of the United Kingdom and its major cities and surrounding seas.	Children will name and locate counties of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time *Links: Iron Age to Stone, Romans, Anglo-Saxon and study of the locality*	Children name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time *Links: Industrial Revolution, Changing of Monarch*
Place Knowledge		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 – Stanton, Sheffield, Japan and Australia	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country - Greece, Rome and Children's choice	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America – Brazil, USA, Germany
Physical	Weather	Using vocabulary linked to weather types and season *Links: Books set in different countries with different weathers and different times of year*	Difference between weather and climate *Links: position in relation to equator*	Climate change *Links: pollution, gases*

	Terrain	Using vocabulary such as: soil, vegetation, forest, woods *Links: Story settings and physical observations when outside the classroom and during forest schools education*	Identifying vegetation belts and introduction to biomes. *Links: climate, weather and position in relation to equator*	Relationship between climate and vegetation belt, defining and identifying different biomes Deforestation *Links: deforestation and climate change, science plants, animals and habitats*
	Landscapes	Using vocabulary such as: flat, high, hills, mountains *Links: Story settings and physical observations when outside the classroom and during forest schools education*	Identifying mountains and mountain ranges. Labelling features of a mountain. How contours are used to represent height of land above sea level *Links: Tectonic plates, earthquakes, volcanoes and famous mountains of the world. Map skills and contours*	Mountain tourism and spatial variation *Links; famous mountain ranges, population and pollution*
	Water	Using vocabulary such as: Ocean, sea, river, coast, cliffs *Links: Story settings and physical observations when outside the classroom and during forest schools education*	Introducing water as a natural and finite resource through oceans and the water cycle, build an understanding of a river system sorting from a high source and then labelling key features of system. Begin to explore river uses. *Links: mountains, capital cities and historic use of rivers for settlement, agriculture and trade, Severn Trent water treatments and conservation. Science links to marine food chains and habitats.*	The use of rivers for tourism and leisure activities. A study of erosion, changes in river routes and an understanding of erosion and coast lines. *Links: Water sports, trips to the coast, global warming on rivers and how this affected early civilsations. Science links to marine food chains and habitats.*

Human Geography	Settlement and Land use	Children begin to recognise that parts of their environment are man-made and would not exist naturally Using vocabulary such as: city, town, village, factory, farm, house, office, port, harbor, shop *Links: Story settings and physical observations when outside the classroom and during forest schools education. Trip to the city to contrast urban and rural areas.*	Children look at land use within the UK and begin to make links to trade and population. They will begin to understand why people may choose to live in an urban or rural setting. They will also have to opportunity to compare and contrast with settings outside of the UK. *Links: Population and trade. Terrain and agriculture. Sketching maps to show land use and interpreting map keys. Settlements of historical invaders and early civilisations.*	Children will explore the relationship between land use, growing population and its impact on the environment/levels of pollution. There may be opportunities to look at relationship between country wealth and land use (including quality of), saturation of schools in poorer communities. Global land use and trade. *Links: Wealth of countries, human rights, our area, population, trade and economic activity*
	Economics	Buying and selling and the use of money. Chance to introduce different currency. *Links: School fundraising and cake sales, looking at different currency if children have visited different countries on holiday. School fruit and where in the world it comes from.*	Children will look at trade through a historical lens of what settlers need and what natural resources different countries have. They will at the importance of food and water conservation. They will begin to look at simple global trade links in relation to food and food miles. *Links: Trade throughout history, where our food comes from, looking at labels for clothes and where they are made. Different countries and their natural resources.*	Children will look at the distribution of natural resources and energy (renewable and non-renewable). Children will explore fair trade and it importance. There is an opportunity to explore how trade has changed throughout history. *Links: land use and settlements, oil and electricity. Science, renewable and nonrenewable energy. Land use and local wind farms.*

Geographical Skills and Fieldwork	▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, 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; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, 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, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans	▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, 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, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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Geography Coverage Checker

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