



Subject Overview 2024/25: Geography  
Curriculum and Pedagogy



Prior learning at Key Stage 1:

Pupils should be taught to:

Locational knowledge

- 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 and its surrounding seas

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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, seas, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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.



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	Year 3	Year 4	Year 5	Year 6
INTENT (Text in green references any geography taught in a history unit)	<p>Autumn 1 <u>Scavengers and Settlers</u></p> <ul style="list-style-type: none"> <li>- Know how Britain changed between the beginning of the stone age and the iron age</li> <li>- Know the main differences between the stone, bronze and iron ages</li> <li>- Know what is meant by 'hunter-gatherers.'</li> <li>- Explain what legacy they left behind</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<p>Autumn 1 <u>Rivers</u></p> <ul style="list-style-type: none"> <li>- Identify water stores and processes in the water cycle.</li> <li>- Describe the three courses of a river.</li> <li>- Name the physical features of a river.</li> <li>- Name some major rivers and their location.</li> <li>- Describe different ways a river is used.</li> <li>- List some of the problems around rivers.</li> <li>- Describe human and physical features around a river.</li> <li>- Identify the location of a river on an OS map.</li> <li>- Make a judgement on the environmental quality in a river environment.</li> <li>- Make suggestions on how a river environment could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>- Autumn 1</li> <li>- <u>Mountains</u></li> <li>- Locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>- Locate three physical and three human characteristics in the Alps.</li> <li>- Research and describe the physical and human features of Innsbruck.</li> <li>- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>- Compare the human and physical geography of their local area and Innsbruck.</li> <li>- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul>	<p>Autumn 1 <u>Battles, Blackouts and the Blitz</u></p> <ul style="list-style-type: none"> <li>- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>- Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>- know how Britain has had a major influence on the world</li> <li>- Know the significance of Winston Churchill</li> <li>- Know about Treaty of Versailles and why it led to WW2</li> <li>- Explain life on the home front</li> <li>- Know who was in axis/allies and why</li> <li>- Know about the Holocaust</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>



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<p><b><u>Key Vocabulary</u></b> archaeologist, artefacts, Neolithic, Mesolithic, Neanderthal, tribal, hunter-gatherers, B.C, settlers, prey, pre-history, Nomad, Homo Sapiens, roundhouse, hill fort, spears, farming, fire, hearth, Skara Brae, cave paintings, thatch, axe, thatched roof, short spear, tribe, club, arrow, sabre-toothed, fire, woolly rhino, flint, evolve, mammoth, antler, Palaeolithic, ancestors, glaciers, extinct, caves, nomadic, grindstones, weaving, Stonehenge.</p>	<p><b><u>Key Vocabulary</u></b> Condensation, evaporation, groundwater, meander, precipitation, transpiration, water cycle, delta, flooding, irrigation, oxbow lake, river mouth, tributary, waterfall, estuary, floodplain, leisure, percolation, source, valley.</p>	<p><b><u>Key Vocabulary</u></b> Atlas, coniferous trees, enquiry, hemisphere, latitude, method, OS map, questionnaire, risk, climate, data, fold mountain, human feature, leisure, mountain climate, physical feature, sea level, route, climate change, deciduous trees, glacier, land height, longitude, mountain range, population, recreational land use, scale, temperate, tourist, temperate forest, vegetation, tourism.</p>	<p><b><u>Key Vocabulary</u></b> Britain, war, Allies, Axis Powers, evacuee, evacuation, Blitz, bombing, rationing, everyday life, jobs, propaganda, wartime, fighters, soldiers, gas mask, Anderson shelter, Morrison shelter, Air raid shelter, bomber, medal, prisoner, Ration book, Home guard, code breaker, Spitfire, Winston Churchill, Adolf Hitler, ARP warden, blackout,</p>
<ul style="list-style-type: none"> <li>- <u>Autumn 2</u></li> <li>- <u>Settlements</u></li> <li>- Locate some cities in the UK.</li> <li>- Describe the difference between villages, towns and cities.</li> <li>- Identify features on an OS map using the legend.</li> <li>- Describe the different types of land use.</li> <li>- Follow a route on an OS map.</li> <li>- Discuss reasons for the location of human and physical features.</li> <li>- Locate some geographical regions in the UK.</li> <li>- Identify and begin to offer explanations about changes to features in the local area.</li> <li>- Describe the location of New Delhi.</li> </ul>	<p>Autumn 2 <u>Rotten Romans</u></p> <ul style="list-style-type: none"> <li>- Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>- Know how the Roman occupation of Britain helped to advance British society</li> <li>- Know how there was resistance to the Roman occupation and know about Boudicca</li> <li>- Know about at least one famous Roman emperor</li> <li>- Explain the effects of the end of Roman rule.</li> <li>- Explain the legacy they left behind.</li> </ul>	<p>Autumn 2 <u>Groovy Greeks</u></p> <ul style="list-style-type: none"> <li>- Know some of the main characteristics of the Athenians and the Spartans</li> <li>- Know about the influence the gods had on Ancient Greece</li> <li>- Know at least five sports from the Ancient Greek Olympics</li> <li>- Explain what legacy they left behind</li> <li>- Explain the significance of Alexandra the Great</li> <li>- Explain the downfall of the empire</li> <li>- Explain why Herodotus/Plato/ Archi</li> </ul>	<p>Autumn 2 <u>Fieldwork:</u></p> <ul style="list-style-type: none"> <li>- Give examples of issues in the local area.</li> <li>- Identify questions to be asked to find the relevant data.</li> <li>- Justify which data collection method is most suitable.</li> <li>- Design an accurate data collection template.</li> <li>- Identify areas along a route that are best for data collection.</li> <li>- Discuss how to mediate potential risks.</li> <li>- Collect data at points located on an OS map.</li> <li>- Manage risks during a fieldwork trip.</li> </ul>



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<ul style="list-style-type: none"> <li>- Identify some human and physical features in New Delhi.</li> <li>- State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul>	<p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<p align="center">Medes/ Socrates were significant</p> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<ul style="list-style-type: none"> <li>- Identify any outcomes from data collected.</li> <li>- Map data digitally.</li> <li>- Describe the enquiry process.</li> </ul>
<p><u>Key Vocabulary</u> Agricultural land, compare, dispersed, <b>legend</b>, <b>memorial</b>, nucleated, <b>region</b>, transportation, <b>capital city</b>, <b>country border</b>, facilities, linear, metro, place of worship, <b>residential land</b>, <b>commercial land</b>, <b>county</b>, land use, local, monument, recreational land, <b>settlement</b>.</p>	<p><u>Key Vocabulary</u> Romans, Rome, Italy, <b>invasion</b>, <b>empire</b>, <b>emperor</b>, Augustus, army, <b>legions</b>, Caesar, soldiers, Londonium, Hadrian's wall, <b>Latin</b>, Gregorian calendar, roads, <b>politicians</b>, citizen, <b>legionaries</b>, <b>centurion</b>, Bath house, bathing, Roman Villa, <b>Amphitheatre</b>, Colosseum, fighting, gladiators, slaves, <b>chariots</b>, mosaics, <b>Barbarians</b>. chronology</p>	<p><u>Key Vocabulary</u> Archaeologist, <b>philosophy</b>, Athenians, Spartans, <b>democracy</b>, Olympics, Zeus, toga, <b>citizen</b>, temple, <b>Acropolis</b>, <b>Parthenon</b>, Marathon, alphabet, <b>mythology</b>, <b>Peninsula</b>, <b>Amphitheatre</b>, classical, crops, wheat, barley, oxen, ploughing, hunting, raps, bows, spears, courtyard. Citizens, <b>philosophers</b>, Plato, Socrates, Aristotle, Zeus, <b>Athena</b>, <b>Apollo</b>, Poseidon, Ares, Hera, educated, slavery, Athens, Alexander the Great.</p>	<p><u>Key Vocabulary</u> <b>Analyse</b>, <b>data</b>, evidence, issue, presenting, <b>region</b>, <b>subjective</b>, audience, <b>data collection methods</b>, impact, justify, process, risk, viewpoint, city, <b>enquiry</b>, improvement, <b>plot</b>, recommendation, route.</p>
<p>Spring 1 <u>Walk like an Egyptian</u></p> <ul style="list-style-type: none"> <li>- Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>- Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</li> </ul>	<p>Spring 1 <u>Antarctica</u></p> <ul style="list-style-type: none"> <li>- Describe what lines of latitude and longitude are, giving an example.</li> <li>- Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>- Define what climate zones are.</li> </ul>	<p>Spring 1 <u>Desert</u></p> <ul style="list-style-type: none"> <li>- Identify the lines of latitude where hot desert biomes are located.</li> <li>- Describe the characteristics of a hot desert biome.</li> <li>- Locate the largest deserts in each continent.</li> <li>- Describe ways the Mojave Desert is used.</li> </ul>	<p>Spring 1 <u>Oceans</u></p> <ul style="list-style-type: none"> <li>- Describe the water cycle.</li> <li>- Describe how the ocean is used for human activity.</li> <li>- Explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>- Identify the Great Barrier Reef as part of Australia.</li> <li>- Describe the benefits of the Great Barrier reef.</li> </ul>



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<ul style="list-style-type: none"><li>- Explain mummification</li><li>- Explain the significance of Tutankhamun and Cleopatra</li><li>- Explain what legacy they left behind</li></ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<ul style="list-style-type: none"><li>- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</li><li>- Describe Antarctica's location in the far south of the globe.</li><li>- State that tourism and research are the two main reasons people visit Antarctica.</li><li>- Describe equipment researchers might use and clothes they wear.</li><li>- List some of the research carried out in Antarctica.</li><li>- State the outcome of Shackleton's expedition.</li><li>- Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li><li>- Describe a similarity and difference between life in the UK and life in Antarctica.</li><li>- Confidently use the zoom function on a digital map.</li><li>- Begin to recall the eight points of a compass, following at least four of them.</li><li>- Recognise and describe features on their school grounds from an aerial map.</li><li>- Draw a map of the route they take on an expedition.</li><li>- State one thing that went well on the expedition and one aspect that did not go as hoped.</li></ul>	<ul style="list-style-type: none"><li>- Name and describe the physical features found in a desert.</li><li>- Identify how humans use the desert.</li><li>- Explain how human activity may contribute to the changing climate and landscape of a desert.</li><li>- Recognise that the Mojave Desert has a different time zone to the UK.</li><li>- Describe some of the threats to deserts.</li><li>- Give the benefits and drawbacks of living in a desert environment.</li><li>- Identify characteristics of two contrasting biomes and compare land use.</li><li>- Discussing if a desert environment is hospitable and why.</li></ul>	<ul style="list-style-type: none"><li>- Describe how humans impact the oceans and the consequences of this.</li><li>- Explain some actions that can be taken to help support healthy oceans.</li><li>- Explain which data collection method would be best for marine fieldwork and why.</li><li>- Collect data using a tally chart, photographs and a sketch map.</li><li>- Safely navigate the fieldwork environment.</li><li>- Make suggestions for how to improve a marine environment.</li><li>- Present data using a tally chart and pie chart.</li></ul>
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<p><b><u>Key Vocabulary</u></b>  <b>Pharaohs, Gods/Goddesses, tombs, mummification, pyramids, Valley of the Kings, burial chamber, Tutankhamun, Canopic Jar, Ankh, afterlife, Papyrus, Howard Carter, Lord Carnarvon, hieroglyphics, amulet, sarcophagus, irrigation, Sphinx, barter, slaves, archaeologist, worship, slave, Eye of Horus, scribe, Cleopatra, obelisk, scarab beetle, River Nile, Amun, Egyptologist, goddess, dynasty, Giza, Anubis.</b></p>	<p><b><u>Key Vocabulary</u></b>  <b>Climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty.</b></p>	<p><b><u>Key Vocabulary</u></b>  <b>Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather.</b></p>	<p><b><u>Key Vocabulary</u></b>  <b>Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, micro plastics, natural disasters, ocean current, policy, renewable energy, single use plastic, species, water cycle.</b></p>
<p>Spring 2  <u>Volcanoes</u></p> <ul style="list-style-type: none"> <li>- Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>- Explain one or more ways a mountain can be formed.</li> <li>- Give a correct example of a mountain range and its continent.</li> <li>- Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>- Correctly label features of shield and composite volcanoes and explain how they form.</li> <li>- Name three ways in which volcanoes can be classified.</li> </ul>	<p>Spring 2  <u>Medieval England</u></p> <ul style="list-style-type: none"> <li>- Know about the knights and the 'Code of Chivalry.'</li> <li>- Know about the Black Death and how 'Ring-o-roses' is associated to it.</li> <li>- Know about the illnesses and germs around at the time</li> <li>- Explain what type of king 'King Richard III' was.</li> <li>- Explain what happened to the Princes in the Tower.</li> <li>- Explain how the war of the roses ended.</li> <li>- Explain what legacy they left behind</li> </ul> <p><u>Themes:</u></p>	<p>Spring 2  <u>Victorious Victorians</u></p> <ul style="list-style-type: none"> <li>- Know how the lives of wealthy people were different from the lives of poorer people during this time</li> <li>- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>- Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>- Explain what legacy they left behind</li> </ul>	<p>Spring 2  <u>Post War Britain</u></p> <ul style="list-style-type: none"> <li>- Know why the war broke out</li> <li>- Explain how the war ended</li> <li>- Explain the NHS system being introduced</li> <li>- Know the countries in the Commonwealth</li> <li>- Role of the women after the war</li> <li>- Know who Windrush was</li> <li>- Explain how the war changed the UK and Normacot.</li> </ul> <p><u>Themes:</u>          Legacy          Beliefs          Significant person          Daily life</p>



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<ul style="list-style-type: none"> <li>- Describe how volcanoes form at tectonic plate boundaries.</li> <li>- Explain a mix of negative and positive consequences of living near a volcano.</li> <li>- State whether they would or would not want to live near a volcano.</li> <li>- State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>- Explain that earthquakes happen along plate boundaries.</li> <li>- List some negative effects that an earthquake can have on a community.</li> <li>- Observe, digitally record and map different rocks using a symbol on a map.</li> <li>- Identify rock types and their origins based on collected data</li> </ul>	<p>Legacy Beliefs Significant person Daily life</p>	<ul style="list-style-type: none"> <li>- Explain the changes Queen Victoria brought under her rule</li> <li>- Explain what life for children were like in the Victorian times.</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	
<p><b><u>Key Vocabulary</u></b> Active volcano, crust, <b>epicentre</b>, fault-block mountain, geothermal energy, <b>inner core</b>, magma chamber, <b>metamorphic rock</b>, plate boundary, <b>climate change</b>, <b>dormant volcano</b>, <b>extinct volcano</b>, <b>fertile soil</b>, <b>igneous rock</b>, <b>outer core</b>, <b>man-made rock</b>, natural rock, positive effects, composite volcano, <b>earthquake</b>, fault line, fold</p>	<p><b><u>Key Vocabulary</u></b> Page, <b>squire</b>, <b>chivalry</b>, dame, gallant, <b>plague</b>, <b>cure</b>, <b>symptom</b>, <b>social classes</b>, revolt, Black Death, <b>monarch</b>, <b>reign</b>, evidence, historian, interpretations, sources, unofficial, Tower of London, bars and windows, under guard, <b>deserted</b>, <b>declared</b>, rumour, <b>coronation</b>, deed, confessed, <b>exile</b>, standards.</p>	<p><b><u>Key vocabulary</u></b> Queen Victoria, <b>empire</b>, workhouse, <b>Industrial Revolution</b>, manual work, education, arithmetic, disease, <b>poverty</b>, <b>pollution</b>, railways, <b>reign</b>, mining, chimney sweeps, <b>era</b>, <b>contrast</b>, terraced, corsets, wealth, waistcoats, pocket watch, hobnail boots, servants, <b>malnutrition</b>, mining, governess, boarding school, <b>slums</b>, sewage, petticoats, mangle,</p>	<p><b><u>Key Vocabulary</u></b> <b>Invade</b>, <b>occupy</b>, <b>The Blitz</b>, D-day, Neville Chamberlain, Munich agreement, <b>evacuation</b>, <b>billeting officer</b>, gas mask, Lord Woolton, <b>rationing</b>, <b>ration</b> book, Battle of Britain, Windrush, <b>legacy</b>, NHS, commonwealth, Post War.</p>



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<p>mountain, index, <b>magma</b>, <b>mantle</b>, negative effects, pyroclastic flow, <b>sedimentary rock</b>, <b>tectonic plate</b>, <b>volcanic mountain</b>, <b>seismic waves</b>, tsunami, volcanic springs, shield volcano, vent.</p>		<p>punishments, three Rs (reading, writing and arithmetic, drill, chanting, anaesthetic, antiseptic, Florence Nightingale, <b>infirmaries</b>, cottage hospitals, asylums</p>	
<p><b>Summer 1</b> <u>Vicious Vikings</u></p> <ul style="list-style-type: none"> <li>- Know where the Vikings originated from and show this on a map</li> <li>- Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>- Know why the Vikings frequently won battles with the Anglo-Saxons</li> <li>- Explain what legacy they left behind</li> <li>- Know the significance of King Alfred</li> <li>- Know about King Vortigern invasion</li> <li>-</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<p><b>Summer 1</b> <u>Rainforests</u></p> <ul style="list-style-type: none"> <li>- Describe a biome and give an example.</li> <li>- State the location and some key features of the Amazon rainforest.</li> <li>- Name and describe the four layers of tropical rainforests.</li> <li>- Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</li> <li>- Name one way in which the Amazon is changing.</li> <li>- Articulate why the Amazon rainforest is important.</li> <li>- Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>- Use a variety of data collection methods with support.</li> </ul>	<p><b>Summer 1</b> <u>Energy</u></p> <ul style="list-style-type: none"> <li>- Describe the significance of energy.</li> <li>- Give examples of sources of energy and their trading routes.</li> <li>- Define renewable and non-renewable energy.</li> <li>- Discuss the benefits and drawbacks of different energy sources.</li> <li>- Describe the significance of the Prime Meridian.</li> <li>- Identify human features on a digital map.</li> <li>- Discuss how transport links have changed over time.</li> <li>- Locate UK cities on a map.</li> <li>- Use six-figure grid references to identify features on an OS map.</li> <li>- Consider and justify the location of energy sources.</li> <li>- Design and use interview questions.</li> </ul>	<p><b>Summer 1</b> <u>Population</u></p> <ul style="list-style-type: none"> <li>- Identify the most densely and sparsely populated areas.</li> <li>- Describe the increase in global population over time.</li> <li>- Begin to describe what might influence the environments people live in.</li> <li>- Define birth and death rates, suggesting what may influence them.</li> <li>- Define migration, discussing push and pull factors.</li> <li>- Explain why some people have no choice but to leave their homes.</li> <li>- Describe the causes of climate change, explaining its impact on the global population.</li> <li>- Suggest an action they can take to fight climate change.</li> <li>- Calculate the length of a route to scale.</li> <li>- Follow a selected route on an OS map.</li> <li>- Use a variety of data collection methods, including using a Likert scale.</li> <li>- Collect information from a member of the public.</li> <li>- Create a digital map to plot and compare data collected from two locations.</li> <li>- Suggest an idea to improve the environment.</li> </ul>





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	- Summarise how the local woodland is used and suggest changes to improve the area.	- Plot points on a sketch map.	
<p><b>Key Vocabulary</b> Vikings, axe, long boat, shield, spear, <b>freeman</b>, archer, sword, <b>thatched house</b>, coins, king, slave, Wessex, <b>Danelaw</b>, horn cup, York, Jorvik, <b>runes</b>, Freyja, Odin, Thor, Denmark, Norway, Sweden, <b>monastery</b>, <b>raided</b>, Lindisfarne, trade, <b>manuscripts</b>, warriors, leather, weapon, Valhalla, brave, <b>Danegeld</b>, alphabet (Futhark), linen, <b>pagan</b>, carve, <b>intricate</b>, fortune tellers, long ships, chronology.</p>	<p><b>Key Vocabulary</b> Analyse, <b>biome</b>, buttress roots, canopy layer, community, data, <b>deforestation</b>, <b>drought</b>, <b>emergent layer</b>, <b>enquiry</b>, <b>equator</b>, forest floor, <b>global warming</b>, <b>greenhouse gas</b>, indigenous peoples, interpret, lianas, <b>lines of latitude</b>, logging, method, mining, present, questionnaire, quote, risk, route, summarise, <b>Tropic of Capricorn</b>, <b>Tropic of Cancer</b>, understorey layer, vegetation, vegetation belts.</p>	<p><b>Key Vocabulary</b> <b>Biofuel</b>, coal, consumption, contour line, crude oil, dam, <b>emissions</b>, <b>energy source</b>, <b>hydropower</b>, <b>natural gas</b>, <b>non-renewable</b>, <b>nuclear power</b>, Prime Meridian, producer, <b>regenerate</b>, <b>renewable</b>, <b>replenish</b>, sea level, <b>solar power</b>, time zone, urban planner, wind power, six- figure grid reference.</p>	<p><b>Key Vocabulary</b> Air pollution, birth rate, cartogram, <b>climate change</b>, conclusions, death rate, <b>deforestation</b>, <b>densely populated</b>, digital technologies, <b>fossil fuels</b>, <b>greenhouse gases</b>, impact, improvements, Likert scale, <b>migrants</b>, <b>migration</b>, natural increase, <b>noise pollution</b>, <b>population</b>, <b>population density</b>, population distribution, push factors, pull factors, qualitative, quantitative, <b>refugee</b>, <b>region</b>, sparsely populated, voluntary.</p>
<p>Summer 2 <u>Food</u></p> <ul style="list-style-type: none"> <li>- Identify that different foods grow in different biomes and say why.</li> <li>- Explain which food has the most significant negative impact on the environment.</li> <li>- Consider a change people can make to reduce the negative impact of food production.</li> <li>- Describe the intentions around trading responsibly.</li> <li>- Explain that food imports can be both helpful and harmful.</li> <li>- Describe the journey of a cocoa bean.</li> </ul>	<p>Summer 2 <u>Tudors</u></p> <ul style="list-style-type: none"> <li>- Know who the Tudors were</li> <li>- Know the Tudor monarchy</li> <li>- Explain the Golden Age of exploration</li> <li>- Explain why King Henry VIII was significant to the Tudors</li> <li>- Explain who should have ruled after King VI and why.</li> <li>- Know the differences between rich and poor during the Tudor times.</li> <li>- Explain what legacy they left behind</li> </ul>	<p>Summer 2 <u>Raiders or Traders</u></p> <ul style="list-style-type: none"> <li>- Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>- Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> </ul>	<p>Summer 2 <u>Marvellous Mayans</u></p> <ul style="list-style-type: none"> <li>- Know about the impact that one of the following ancient societies had on the world: The Mayan civilization; the Islamic civilization; or the Benin</li> <li>- Know why they were considered an advanced society in relation to that period of time in Europe</li> <li>- Know the gods and their role in Mayan's daily life</li> <li>- Significance of Pakal the Great</li> <li>- Explain what legacy they left behind</li> </ul>



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<ul style="list-style-type: none"> <li>- Locate countries on a blank world map using an atlas.</li> <li>- Use a scale bar correctly to measure approximate distances.</li> <li>- Collect data through an interview process.</li> <li>- Analyse interview responses to answer an enquiry question.</li> <li>- Discuss any trends in data collected.</li> </ul>	<p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<ul style="list-style-type: none"> <li>- Use a timeline to show when the Anglo Saxons were in England.</li> <li>- Explain what legacy they left behind</li> <li>- Know the significance of King Arthur</li> <li>- Explain the Battle of Hasting</li> <li>- Know about Sutton Hoo</li> <li>- Know about Bayeaux tapestry</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<ul style="list-style-type: none"> <li>- Downfall</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>
<p><u>Key Vocabulary</u> <b>air freight, carbon footprint, consume, distribution, export, fertilizer, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend.</b></p>	<p><u>Key Vocabulary</u> <b>Tudors, monarch, monarchy, executed, reign, King Henry VIII, gown, corset, kirtle, chemise, ruff, farthingale, gallows, pottage, lute, wattle and daub, heir, scythe, Ann Boleyn, Anne of Cleves, Breeches, march pane, sumptuary laws, thatch, treason.</b></p>	<p><u>Key Vocabulary</u> Anglo-Saxon, Angles, Saxons, Jutes, <b>runes</b>, coins, cremation pot, bronze helmet, battle, Kent, Wessex, Northumbria, East Anglia, Mercia, Offa's Dyke, lyre, <b>Bayeux Tapestry</b>, thatched wooden house, jewellery, <b>emigrating</b>, heritage, armies, monk, St Bede, <b>invasion, chronicles</b>, Alfred the Great, monasteries, King Vortigern, Hengest and Horga, <b>settlement, conquest, threshing, scythe, brooch</b>, Sutton Hoo, barrows, shield, Christianity, Pagans, Canterbury, King Athelstan, chronology</p>	<p><u>Key vocabulary</u> <b>Sacrifice</b>, calendars, maize, cacao beans, Headdress, priests, <b>codex</b>, El Castillo, Chichen Itza, <b>civilization, descendants</b>, warrior, slaves, farmers, empire, <b>dynasty, Mesoamerica</b>, advanced, Temples, pyramids, logograms, phonetic symbols, Mayan glyphs, scripts, calendar, <b>codices</b>, monuments, <b>fertile</b>, slash and burn, <b>ritual</b>, garments, <b>hierarchy</b>, feathers, carvings, Popul Vuh, Hun Ixim.</p>



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### Pupils at Key Stage 3:

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

#### Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

#### Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

#### Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

#### Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.



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Approach to Geography

At Alexandra Junior School, we teach geography in half termly units spread out throughout the year (2 hours per week) The content progresses as the children move through the school thus allowing a broader, deeper understanding of the four areas of geography identified in the curriculum. The learning aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Supported by Kapow's scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

The curriculum aims:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.4
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary

Our curriculum has been broken down into four main categories: Locational knowledge, Place knowledge, Human and Physical geography and Geographical skills and fieldwork. Every unit has aspects of learning that will fall into each of these categories. A progression document can be seen further on in this document which will show where each area is covered. Our Geography curriculum is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

The geographical concepts covered include:

Place.

Space.

Scale.

Interdependence.

Physical and human processes.



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Environmental impact and sustainable development.  
Cultural awareness and diversity.

The National Curriculum for geography aims to ensure that 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

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions are designed to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge. Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats. Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate



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their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Kapow support teachers through the provision of multiple teacher videos to develop subject knowledge and support CPD.

Our curriculum is designed so that the skills the children require progress as they move from Foundation stage to Key Stage 2. Consultations have been held with the infant coordinator to ensure that skills are progressive.

Pre-cueing of vocabulary is encouraged to ensure that the key vocabulary relating to the topic is retained by all learners. We use a 3-tier vocabulary approach which is revisited regularly to enable understanding and retention. Pre-cueing of vocabulary is a regular focus for our EAL and SEND pupils. Knowledge mats are available for all units taught and these are used during classes. These knowledge mats consist of key vocabulary and their definitions, books that link to that area and the sticky knowledge which should be retained by the children. The geography lessons support our school context-based drivers, the 5Es (Excel yourself, Embrace yourself, Explore the world, Engage with others, Express yourself). These are explicitly shared with the children. Every unit has VIPs (very important points), which are shared with the children and it is this knowledge that the children should be able to recall when asked further down the line.

A key focus within the curriculum is the idea of retention and that the children should be able to recall learnt facts further down the line. With this in mind, the children will be assessed at least half a term after the original teaching. The children will be assessed on their understanding of key vocabulary and learnt skills. The idea behind this is that the knowledge is able to be retained in the child's long-term memory which means that it can be recalled at a later date. We have VIPs (Very Important Point) for each lesson to help the children retain the key facts of the lessons. We also have a I do, We do, You do approach in teaching where the teacher models her thinking and applies it to a question, then the teacher does this with all of the children and then the children apply this independently.

Below is a timetable of when each unit is taught in Key Stage 2. The units highlighted in blue are the geography units.



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**Geography Overview:**

Below is a timetable of when each unit is taught in Key Stage 2. The units highlighted in blue are the geography units.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Local History Week
Year 3	Stone age	Settlements	Ancient Egyptians	Volcanoes	Vikings	Food	What was my school like initially?
Year 4	Rivers	Romans	Antarctica	Medieval England	Rainforests	Tudors	What was the Clear Air Act in the 1950's and 60's?
Year 5	Mountains	Ancient Greeks	Deserts	Victorians	Energy	Anglo Saxons	Victorians
Year 6	WWII	Fieldwork	Oceans	Post War Britain	Population	Mayans	What history is there in Sutherland from the 1700's and 1800's?



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**Progression throughout the Key Stage**

**LKS2- Years 3 & 4:**

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





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| <ul style="list-style-type: none"><li>- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li><li>- Mapping and labelling the six biomes on a world map.</li><li>- Understanding some of the causes of climate change.</li><li>- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</li><li>- Describing where volcanoes, earthquakes and mountains are located globally.</li><li>- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</li><li>- Describing how humans use water in a variety of ways.</li><li>- Describing and understanding types of settlement and land use.</li><li>- Explaining why a settlement and community has grown in a particular location.</li><li>- Explaining why different locations have different human features.</li><li>- Explaining why people might prefer to live in an urban or rural place.</li><li>- Describing how humans can impact the environment both positively and negatively, using examples.</li><li>- Beginning to use maps at more than one scale.</li><li>- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li><li>- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</li><li>- Using the scale bar on a map to estimate distances.</li><li>- Finding countries and features of countries in an atlas using contents and index.</li><li>- Zooming in and out of a digital map.</li><li>- Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</li><li>- Accurately using 4-figure grid references to locate features on a map in regions studied.</li><li>- Beginning to locate features using the 8 points of a compass.</li><li>- Using a simple key on their own map to show an example of both physical and human features.</li><li>- Following a route on a map with some accuracy.</li><li>- Saying which directions are N, S, E, W on an OS map.</li><li>- Making and using a simple route on a map.</li><li>- Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</li><li>- Beginning to choose the best approach to answer an enquiry question.</li><li>- Mapping land use in a small local area using maps and plans.</li><li>- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</li><li>- Asking and answering one-step and two-step geographical questions.</li></ul> | <ul style="list-style-type: none"><li>- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</li><li>- To know the courses and key features of a river.</li><li>- To know the different types of mountains and volcanoes and how they are formed.</li><li>- To know that an earthquake is the intense shaking of the ground.</li><li>- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</li><li>- To know the world's biomes.</li><li>- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</li><li>- To know that climate zones are areas of the world with similar climates.</li><li>- To know the world's different climate zones.</li><li>- To know that climates can influence the foods able to grow.</li><li>- To know the main types of land use.</li><li>- To know the different types of settlement.</li><li>- To know water is used by humans in a variety of ways.</li><li>- To know an urban place is somewhere near a town or city.</li><li>- To know a rural place is somewhere near the countryside.</li><li>- To know that a natural resource is something that people can use which comes from the natural environment.</li><li>- To know the threats to the rainforest both on a local and global scale.</li><li>- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</li><li>- To know the UK grows food locally and imports food from other countries.</li><li>- To understand that a scale shows how much smaller a map is compared to real life.</li><li>- To recognise world maps as a flattened globe.</li><li>- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li><li>- To know that an OS map shows human and physical features as symbols.</li><li>- To know that grid references help us locate a particular square on a map.</li><li>- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</li><li>- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).</li><li>- To know an enquiry-based question has an open-ended answer found by research.</li><li>- To know how to use various simple sampling techniques.</li><li>- To know what a questionnaire and an interview are.</li><li>- To know that quantitative data involves numerical facts and figures and is often objective.</li><li>- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</li><li>- To know a Likert scale is used to record people's feelings and attitudes.</li><li>- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</li><li>- To know what a bar chart, pictogram and table are and when to use which one best to represent data.</li></ul> |
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- Observing, recording, and naming geographical features in their local environments.
- Using simple sampling techniques appropriately.
- Making digital audio recordings for a specific purpose.
- Designing a questionnaire/interview to collect qualitative fieldwork data.
- Taking digital photos and labelling or captioning them.
- Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.
- Beginning to use a simplified Likert Scale to record their judgements of environmental quality.
- Collecting quantitative data in charts and graphs.
- Using a questionnaire/interview to collect qualitative fieldwork data.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Suggesting different ways that a locality could be changed and improved.
- Finding answers to geographical questions through data collection.

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**UKS2- Years 5 & 6:**

**Key skills**

- Locating more countries in Europe and North and South America using maps.
- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Identifying significant environmental regions on a map.
- Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.
- Locating many counties in the UK.
- Locating many cities in the UK.
- Confidently locating the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Understanding how land use has changed over time using examples.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.
- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.

**Key knowledge**

- To know the name of many countries and major cities in Europe and North and South America.
- To know the location of key physical features in countries studied.
- To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, decid forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert, desert, highland).
- To know the name of many counties in the UK.
- To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know that London and the South East regions have the largest population in the UK.
- To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the of the world's time zones.
- To know some similarities and differences between the UK and a European mountain region.
- To know why tourists visit mountain regions.
- To know vegetation belts are areas of the world that are home to similar plant species.
- To name and describe some of the world's vegetation belts.
- To know why the ocean is important.
- To know the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know that natural resources can be used to make energy.



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- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Explaining how humans have used desert environments.
- Using maps to explore wider global trading routes.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.
- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Using the scale bar on a map to calculate distances.
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Using models and maps to talk about contours and slopes.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.

- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To know a line graph can represent variables over time.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.
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- Identifying the eight compass points on an OS map.
- Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.
- Developing their own enquiry questions.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/questionnaires to collect qualitative data.
- Interpreting and using real-time/live data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.
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### SEND/Scaffolding

Our geography curriculum allows for inclusivity, allowing all children to engage with their lessons. It is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more-able and talented and those learning English as an additional language, and we make all reasonable adaptations to achieve this. More guidance on how we achieve this can be found in the Inclusion in geography document.



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### SMSC

Spiritual development in geography inspires the children to develop an awe and wonder of the natural world, looking in particular at the physical and human features. It also includes looking at the natural environment, such as rivers, mountains, volcanoes and weather.

Moral education allows children to recognise that development takes place both in a global and local context. The children look at how issues affect populations both locally and globally.

Social education looks at the study of real people in different societies. It allows children to develop a sense of identity and allows community spirit to be strengthened.

Cultural education encourages the study of real people in the present time. It allows for multi-cultural education through recognising common trends and then also differences. It encourages the children to reflect on their own reality of sense of space.

### Reading for learning

Reading for learning is encouraged to enable learners to gain more information about the units being covered. E.G. evidence in guided reading sessions. Each year group also has a box of books for reading around the curriculum. Within this box, there are books for every unit covered, these are for use before, during and after units are taught.

### Assessment and Record keeping

#### Formative assessment

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. The word 'absent' will be put next to the name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.



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**Summative assessment**

At the end of a unit, the teacher will use the formative assessment from the lessons, both knowledge and skills, to make an overall judgement on whether the child has achieved ARE or are WTS. Retention of knowledge is supported and assessed through a range of mini quizzes revisited regularly.

**Trips and visitors**

Trips and visitors are encouraged to engage the children further in their learning. These are encouraged towards the beginning of a unit of work, allowing the children to become fully immersed in the unit. These may include walks around the local area, a trip to the top of Mount Snowden, tour of a nearby town/city, fieldwork skills, any outdoor learning opportunities, orienteering and visiting a river/canal.