

Hilton Spencer Academy Geography Curriculum



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Geography Curriculum Statement



HSA Curriculum Intent: What do we want for our children as geographers?

At Hilton Spencer Academy, we aim to provide a Geography curriculum which enables our children to know more and remember more of the curriculum. To encourage this, our breadth of study follows a schema theory underpinned by our three threshold concepts: ***Investigate places, investigate patterns*** and ***communicate geographically***. To support this schema, which encompasses an appreciation of how facts are connected from Early Years through to KS2, knowledge is explored within the following categories: ***location, human and physical features, human and physical processes, diversity, vocabulary and techniques***. Our curriculum strives to provide children with skills, experiences and knowledge, which is both progressive and transferrable, throughout their time at Hilton, into further education and beyond.

Impact

Our Geography curriculum ensures coverage of the National Curriculum. Our progression document (see appendix 6) ensure that skills and concepts are covered and developed year on year – building on prior knowledge in a two-year cycle - to ensure attainment targets are securely met by the end of each Key Stage. Through the explicit teaching of geography skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time. Assessment and feedback allow children to identify their areas of strength and reflect on areas for improvement.

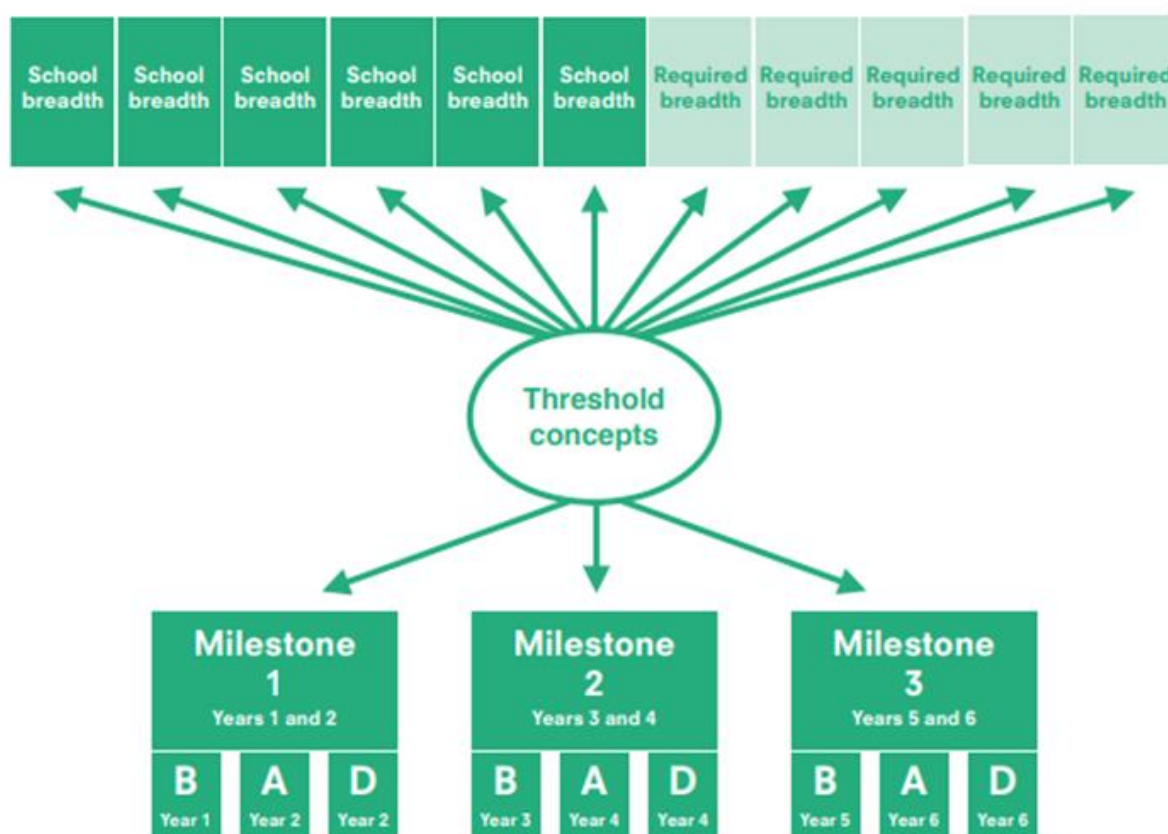
Our children will build secure knowledge, skills and understanding in Geography and will be prepared to access the Geography Curriculum in Key Stage Three and beyond.

The impact of teaching Geography will be seen across the school with an increase in raising its profile amongst the children, staff and parents. Opportunities for wider learning will be sought through fieldwork, involving external experts and educational visits, where relevant.

Basic Principles

Learning is a change to the long-term memory and our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. We use the essential characteristics ([see appendix 1](#)) to ensure that our pupils are given the knowledge, skills and opportunities needed to develop as geographers.

Diagram of curriculum intent model



- **Curriculum drivers** shape our curriculum breadth and are derived from an exploration of the backgrounds of our pupils – see curriculum statement.
- **Cultural Capital** gives our pupils the vital background knowledge required to be informed and thoughtful member of our community who understand and believe in British Values – **see cultural capital statement.**
- **Curriculum breadth** is shaped by our values, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars. Our breadth of curriculum ensure that we cover all aspects of the Primary National Curriculum - **see appendix 2**
- **Subject topics** are the specific aspects of subjects that are studied, distinguished from our threshold concepts.
- **Threshold concepts** tie together the subject topics into a meaningful scheme. Each unit, the same concepts are explored over and over to gradually build an understanding of them – **see appendix 3 (a,b) and 4**
- **Milestone indicators** are given for each of the threshold concepts, each of which includes the procedural and semantic knowledge pupils needs to understand the concepts and this provides a progression model too. **See appendix 5 and 6**
- **Knowledge categories** in each subject give pupils a way of expressions their understanding of the threshold concepts and help to strengthen the schema – **see appendix 7**
- **Vocabulary Progression**
- **Knowledge webs**
- **Cognitive science** tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content, limiting long-term memory. In order for pupils to become creative thinkers, or have a depth of understanding, they must first take time to master the basics.
- **Cognitive domains** are worked through for each domain: basic, advancing and deep, throughout a two-year period of study.
- **Pedagogical style** is used varyingly, based on that of Sweller, Kirschner and Rosenshine, meaning that direct instruction is given in the early stages or learning and then discovery-based approaches are used later.
- **Proof of Progress (POP)** tasks are used to show our expectations in each cognitive domain.

Implementation: How will we carry out our vision?

At Hilton Spencer Academy, our curriculum design is based on evidence from cognitive science:

- spaced repetition
- interleaving
- retrieval.

We implement our vision by using three threshold concepts. These are the key ideas that underpin the subject of Geography, helping pupils to form a schema within their long-term memories.

Impact: How will we assess what the children know, remember and understand?

We assess the impact of our curriculum design in the long-term because learning is a change to long-term memory.

We do, however, use probabilistic assessment based on deliberate practice. This means that we determine that our practices are appropriate, related to our goals and likely to produce the results as the children progress through Hilton Spencer Academy.

We also use comparative judgement in two ways: in the tasks we set and in comparing pupils' work over time. Lesson observations are also used to ensure that the pedagogical style matches our depth of expectations.

Appendices

Appendix 1: Essential Characteristics of a geographer

-  An excellent knowledge of where places are and what they are like.
-  An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
-  An extensive base of geographical knowledge and vocabulary.
-  Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
-  The ability to reach clear conclusions and develop a reasoned argument to explain findings.
-  Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
-  Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
-  A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
-  The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Appendix 2: National Curriculum Coverage

Key Stage 1	Key Stage 2
• Investigate the world's continents and oceans. • Investigate the countries and capitals of the United Kingdom. • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills.	• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand the significance of the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade - links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • 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.

Appendix 3a – Whole-School Overview

(B) – Basic

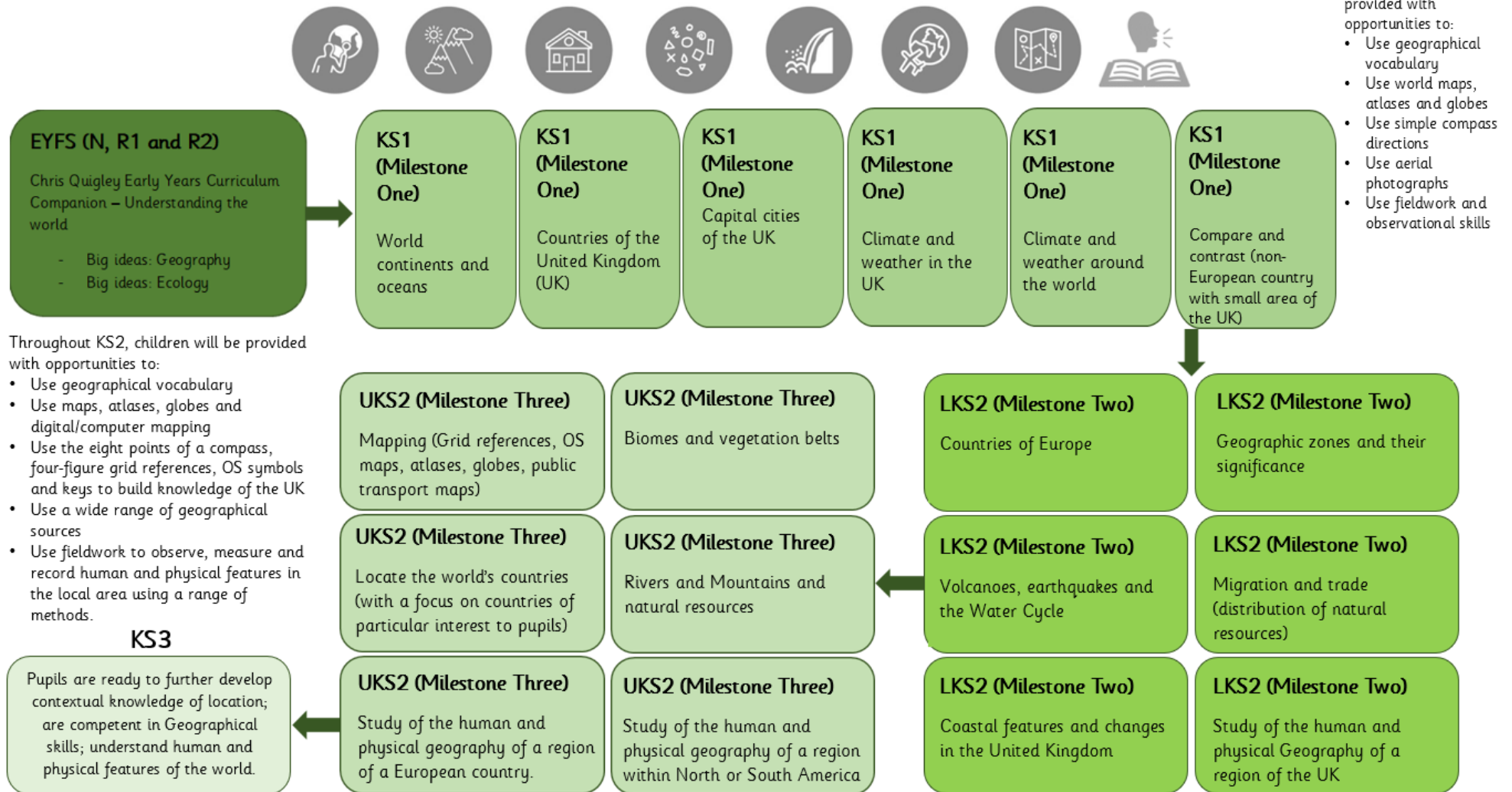
(A) – Advancing

(D) - Deep

	Autumn Term		Spring Term		Summer Term	
Reception <i>(see pages 136 – 141 Early Years CQ companion)</i>	Where I live / local environment	Local places (same and different)	Simple classroom map	Aerial view of the school / local landmarks	Describing different locations	Where is England?
	R1	R1	R1/R2	R2	R2	R2
Year One	Investigate Familiar Places	Countries of the UK	Capital cities of the UK	World continents and oceans	Climate and weather around the world	Compare and contrast (Non-European country with an area of the UK)
	Climate and weather in the UK – seasonal ongoing					
	B	B	B	B	B	B
Year Two	World continents and oceans	Countries of the UK	Capital cities of the UK	Climate and weather in the UK climate	Climate and weather around the world	Compare and contrast (Non-European country with an area of the UK)
	A / D	A / D	A / D	A / D	A / D	A / D
Year Three	Countries of Europe	Geographic zones and their significance	Volcanoes, earthquakes and The Water Cycle	Migration and trade	Coastal features and changes in the UK	Study of the human & physical Geography of a region in the UK
	B	B	B	B	B	B
Year Four	Countries of Europe	Geographic zones and their significance	Volcanoes, earthquakes and The Water Cycle	Migration and trade	Coastal features and changes in the UK	Study of the human & physical Geography of a region in the UK
	A / D	A / D	A / D	A / D	A / D	A / D
Year Five	Mapping	Biomes and vegetation belts	Locating countries of the world	Rivers, mountains and natural resources	Study of the human and physical Geography of a European country	Study of the human & physical geography of a region within The Americas
	B	B	B	B	B	B
Year Six	Mapping	Biomes and vegetation belts	Locating countries of the world	Rivers, mountains and natural resources	Study of the human and physical Geography of a European country	Study of the human & physical geography of a region within The Americas
	A / D	A / D	A / D	A / D	A / D	A / D

Appendix 3b – Whole-School Overview

Geography at Hilton Spencer Academy

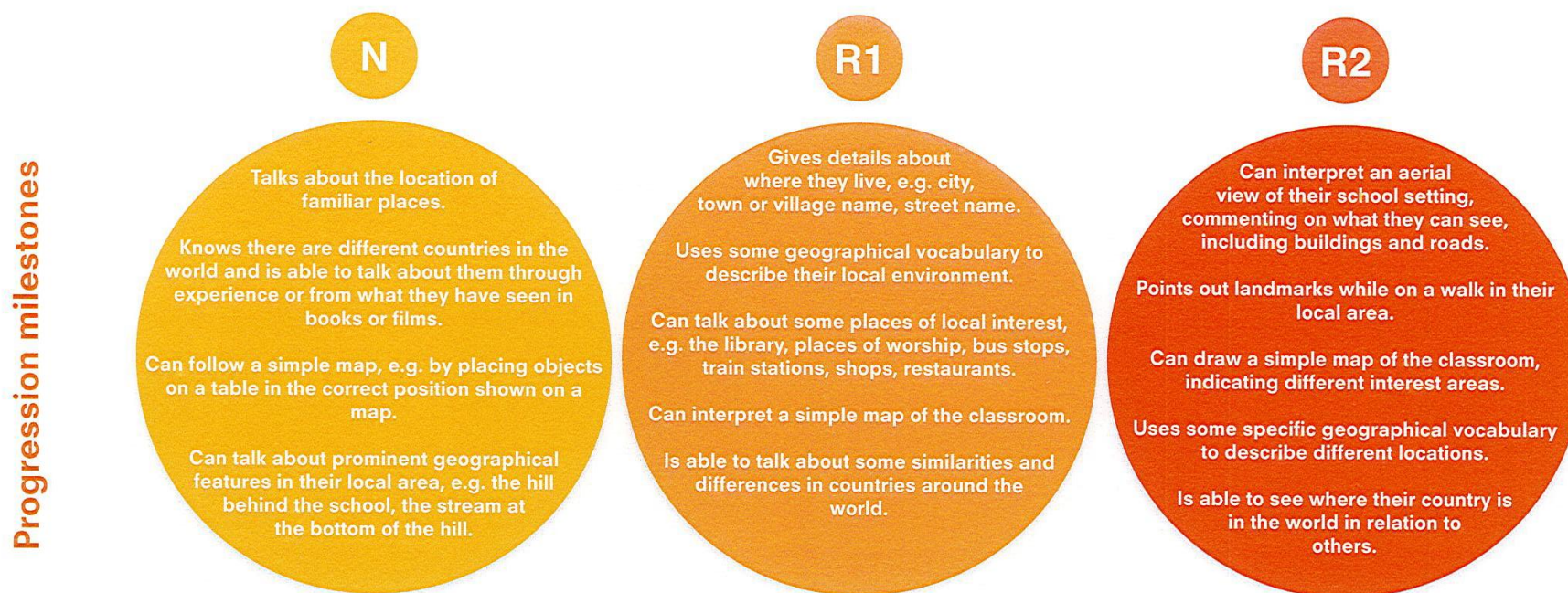


Appendix 4: Threshold Concepts

<u>Threshold Concepts</u>	
Investigate places	This concept involves understanding the geographical location of places and their physical and human features.
Investigate patterns	This concept involves understanding relationships between the physical features of places and the human activity within them and the appreciation of how the world's natural resources are used and transported.
Communicate Geographically	This concept involves understanding geographical representations, vocabulary and techniques.

Appendix 5: Milestone Indicators

The picture below shows the progression milestones for Nursery (N), Reception 1 (R1) and Reception 2 (R2).



The table below shows how the concepts (*Investigating places*, *Investigating patterns* and *Communicating Geographically*) work alongside the national curriculum (KS1 and KS2).

Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Milestone 1 • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	Milestone 2 • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	Milestone 3 • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
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Investigate patterns This concept involves understanding relationships between the physical features of places and the human activity within them and the appreciation of how the world's natural resources are used and transported.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of 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. • Identify land use around the school.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
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Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques.	• Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	• Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	• Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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Appendix 6 – Progression within the concepts (Planning aid)

	N	R1	R2
Learning experiences	Take children out for frequent walks in the local area. Find locations that are familiar to them and you. Talk about the locations, e.g. 'I am going to pop into the supermarket tonight on my way home to buy ...' and 'Do you use this supermarket?'.	Provide children with maps and photographs of their local area. Encourage them to talk about what they see. Encourage children to talk about family members who may live in different countries or holidays they have been on.	Provide frequent opportunities to look at globes, aerial photographs and maps with children. Use them to initiate discussions about where they live, where other family members live and where they have been on holiday. Encourage children to talk about the physical geography, weather and food.
Continuous provision	Provide maps of the continuous provision areas, and encourage children to draw on them where they go. Create simple maps that show children where equipment goes, e.g. where on a table the pencils or the books go. Ask children to put the objects in the right place.	Use simple maps of the local area for children to use with small world characters, or on which to build structures with blocks. Use construction toys to create a model of their house or school.	Provide materials for children to create different environments, such as a desert in the sand area. Provide a variety of non-fiction books with photographs of different environments for them to explore. Provide a toy and explain that the toy doesn't know anything about where their school is. Ask them to describe the area to the toy.
Outdoor environment	Encourage children to make rivers and mountains from sand and mud. Ask them to build a town/shelter with large blocks or natural materials.	Provide maps of the outdoor environment. Encourage children to hide objects for each other and show the location on the map. They could also use directional language to help a partner find the object.	Design a photo orienteering activity in the outdoor area. Take photos of certain areas and hide an object there. Children have to look at the photo, run to the place and record the object that is hidden there. Show children a map of the whole activity.
Purposeful pedagogy	The local area offers endless learning opportunities. Identify the wider experiences you are going to give children in advance. This maximises the opportunity to give children, who may have little local knowledge, a good grasp of their surroundings.	Listen to children talking in order to find out which environments they are familiar with and talking about. Provide resources to introduce children to less familiar environments. Children from inner-city areas may need to see more rural and coastal environments and vice-versa.	Maximise opportunities for children to talk about similarities and differences between places and the people who live there. As the UK population becomes more culturally and linguistically diverse, Early Years staff have a role to play in teaching children to be interested in, rather than judgemental about, each other.
Learning conversations	Listen carefully to children. Give them time to talk about their homes, where they live and what they do there. Maximise opportunities for children from other countries, or with family from other countries, to talk about what it is like there. Use questions such as, 'What do you think it would be like in ...?', 'What might be the same/different?'.	Use 'I wonder' scenarios with children, e.g. 'I wonder where the river goes after it flows through our town.', 'I wonder who might live here.', 'I wonder what the weather is like in this place.' and 'I wonder what kind of food is eaten here'.	Show children photos of familiar landmarks in your area and the same type of landmarks in other areas. Ask 'What do you notice?', 'What is the same or different?' and 'Can you explain why?'.

Year	Term	NC Coverage	Concept (bold and highlighted = deepening in the second year)		
			<i>Investigate places</i>	<i>Investigate patterns</i>	<i>Communicate Geographically</i>
Year One (B)	Autumn 1	World continents and oceans	Locate, describe and mark on a map the 7 continents Locate, describe and mark on a map the 5 oceans Which natural resources are found below the ocean floor of the Arctic Ocean? Name some ways goods can be transported across the ocean.	What does the word trade mean? Name and locate some popular tourist destinations in the Pacific Ocean	What is map/globe/atlas? Label a compass rose. Label images of Earth.
	Autumn 2	Countries of the UK	List (and show on a map) the countries that make up: Great Britain, The United Kingdom, and The British Isles. In which ocean is the United Kingdom? What is the name of the highest mountain/range in each country?	List some reasons why people may move from one country to another.	What does it mean to be 'united'? What is a union? A monarchy?
	Spring 1	Capital cities of the UK	Name the capital cities of England, Wales, Scotland and Northern Ireland Which River runs through London, Edinburgh, Cardiff, Belfast?	Describe two ways in which London is diverse. What happens at the Edinburgh Military Tattoo? How has Cardiff's industry changed over the years? What are the main religions in Belfast?	Define: rural, peak, inhabitants, emblem, tourism, business, population
	Spring 2	Climate and weather in the UK	Would the weather be the same in different places? (i.e. St Ives, Cornwall and Inverness, Scotland)	Observe and record the weather for a whole school year/month	Define: climate and weather
	Summer 1	Climate around the world	Locate and label where polar, equatorial and desert climates are found.	Where does the physical process of weather take place?	Define: atmosphere, heatwave, draught, flood, monsoon, blizzard, gale, hurricane, tornado Label common weather symbols and common extreme weather symbols.
	Summer 2	Compare and contrast (Non-European country with an area of the UK)	Describe the location of Australia. Label the states and main cities in Australia.	Name some Australian animals that fall under these categories: marsupial, nocturnal, carnivorous	What is the Outback, Uluru, The Great Barrier Reef? Sydney – describe the weather, landmarks, features

Year Two (A,D)	Autumn 1	World continents and oceans	Organise the continents/oceans in order of size Explain the difference between: a continent and a country; an ocean and a sea Explain why Antarctica is not inhabited. Summarise the work of 'ports'. Which best describes the location of the continent of Africa: - the second largest continent; a continent in the northern and southern hemisphere; a poor continent	Point out areas of the world that have high numbers of people leaving as refugees. Explain climate change Investigate some problems with drift net fishing	Point out the main differences between a globe and a map. Compare and contrast a map of Earth with a satellite image. True or False? Maps are more detailed than globes?
	Autumn 2	Countries of the UK	Summarise the Geographical location of the UK Point out the difference between: Great Britain, the UK, the British Isles Suggest reasons why people may live in remote areas of the British Isles	In Scotland, explain why populations differ in the lowlands, highlands and on the islands. In Wales, explain the reasons why mining is no longer one of the main industries. Suggest reasons why there are different ways of earning a living in the lowlands and highlands of Scotland. Discover how land is used in rural areas of North Wales.	What is an archipelago? A democratic government?
	Spring 1	Capital cities of the UK	Identify the border countries of England Do you agree? All cities in England have a cathedral?	Compare and contrast the type of businesses found in Canary Wharf with those found in Tower Hamlets.	Point out on a map the areas where the Military Tattoo and the International Festival take place.
	Spring 2	Climate and weather in the UK	Using the MetOffice, describe how the weather changes in Hilton across a week (look at the symbols, highs and lows of a temperature)	Compare and contrast the weather across all four seasons.	Define: Weather vane, windsock, rain-gauge sundial, Use/create a method to record the amount of wind, rainfall or sun.
	Summer 1	Climate around the world	What are similarities and differences in the physical features of polar, equatorial and desert climates? Investigate why vast numbers of plants and animals thrive in equatorial climates	Compare and contrast three different types of extreme weather	Which mapping technique is most useful for weather forecasting: globes, satellite images or weather symbols?
	Summer 2	Compare and contrast (Non-European country with an area of the UK)	Compare and contrast the locations, weather, bridges and population of Sydney and London. Do you agree? The weather in Australia is much warmer than in London, all year round. Could this be true? Although Sydney has a smaller population than London, it is more crowded.	Compare and contrast the location of Daintree Rainforest and an area of the UK. Compare and contrast Australian wildlife with wildlife found in the UK Investigate some of the endangered species in Daintree Rainforest.	Define region Where is Daintree Rainforest?

Year Three (B)	Autumn 1	Countries of Europe	What are the two main boundaries between Europe and Asia? What is Europe's most northerly capital city? Which oceans border Europe? How many countries are in Europe? Why is the population of Europe surprising? Label and mark the routes of the 5 primary European Rivers. Locate and label: The Alps, Scottish Highlands, Ural Mountains, Pyrenees	Name the main religions of Europe How many languages are spoken in Europe? What are the 3 mostly-spoken languages in Europe? Which European countries have the largest and smallest populations? Plan and organise a cycle journey using a map. Your journey must include cycle paths and minor roads.	Locate and label countries of Europe Define: city-state, primary, source, delta, landlocked, mountain range, Identify and mark on maps: A motorway, a main road, a secondary road, a minor road, a railway, a bridleway, a cycle path, an airport, a canal
	Autumn 2	Geographic zones and their significance	Label the different zones on a map (polar, temperate, arid, tropical, Mediterranean, mountains)	Which animals can be found across the different climate zones?	Locate and label the equator and the tropics. What is the prime meridian? Label the western and eastern hemispheres
	Spring 1	Volcanoes, earthquakes and the Water Cycle	What are tectonic plates? Locate and label (on a map) the main tectonic plate boundaries. Locate and label (on a map) The Pacific Ring of Fire Locate and label (on a map) areas that have examples of the lowest and highest intensity volcanoes and earthquakes (e.g. 2004 Boxing Day Tsunami, 1906 San Francisco earthquake, Vesuvius)	What happens when tectonic plates move? Describe the 3 ways in which tectonic plates move and what happens as a result. Illustrate and describe the 5 steps of the water cycle	Define: core, outer core, mantle, crust, tectonic plates, boundaries, watercourse, landform, subduction, magnitude
	Spring 2	Migration and Trade	Locate and label (on a map) the food miles for a range of foods imported into the UK Locate and label areas (on a map) where the food security risk is high. List some common natural resources What is international tourism?	List the advantages and disadvantages of the main types of transport used in cities What are the main reasons for international transportation? What are the most traded foods globally?	Define: transportation, congestion, pollution, canal, cargo, air travel, sea freight, passenger ships, rail, roads, food miles, food security, import, export, tourism Natural resources: oil, water, forests, rocks, minerals, soils, animals
	Summer 1	Coastal features and changes in the UK	Where is the most local beach to Hilton?	Draw and label the main physical features seen at a coast. What causes erosion at coasts?	Define: coast, erosion, deposition, caves, bays, headlands, arches, stacks, cliffs, beaches, natural physical process
	Summer 2	Study of the human and physical Geography of a region in the UK	Locate London (on a map) Which river runs through London?	Describe ways in which London is trying to reduce transport congestion and pollution	How far is London from Manchester, Scafell Pike, Land's End?

Year Four (A,D)	Autumn 1	Countries of Europe	Compare and contrast the location of Europe with that of Africa. Demonstrate how densely populated Europe is compared to Africa. Compare and contrast the locations of the Ural Mountains and the Scottish Highlands.	Organise information about common words and phrases used in three different European languages. Summarise information about the populations of the smallest and largest European countries. Investigate some of the cultural differences in one eastern and on western European country by looking at the food eaten.	Graph the populations of countries in Europe Which best describes the location of Europe? - A landmass containing over 50 countries; - entirely in the northern hemisphere, to the West of Asia; - a diverse continent with 23 official languages spoken
	Autumn 2	Geographic zones and their significance	Compare and contrast the tropical zones to the temperate zones	Organise information about the physical processes that are affecting animals.	Relate your knowledge of lines of longitude by: explaining the concept of time zones; investigating the international date line and its relationship to the prime meridian
	Spring 1	Volcanoes, earthquakes and the Water Cycle	Compare and contrast the Earth's crust and mantle What are the similarities and differences in the physical features of a volcano and a mountain? Using examples from around the world, explain the differences between active, dormant and extinct volcanoes Explain why around 90% of the world's volcanoes happen around the Pacific Ring of Fire Investigate how the world's continents have changed in appearance since the creation of the Earth.	Explain the tectonic processes that would lead to an earthquake Explain the physical processes that would result in a mountain range being formed. Explain how meteorologists use clouds to forecast the weather. Relate your knowledge of plate tectonics to that of mountain ranges around the world.	Define: precipitation, core, outer core, mantle, crust, tectonic plates, boundaries, watercourse, landform, subduction, magnitude
	Spring 2	Migration and Trade	Explain some of the concerns about food miles. Why do people travel from one country to another for tourism? What is meant by 'cultural attractions'? Classify types of tourism. Select and compile information about some of the most iconic historical tourist attractions in Europe.	Explain why the Suez and Panama canals are useful for sea freight. Graph information about the most traded foods internationally. Investigate the seafood trade and draw conclusions about some of the reasons why some foods are more traded than others.	Graph information about tourism in a European country. Organise information about some of the world's busiest airports and sea ports.
	Summer 1	Coastal features and changes in the UK	Explore Norway's longest coastline in Europe. Explain why erosion is more prevalent at the Holderness coastline than at any other area in Europe.	Demonstrate how waves erode coasts Identify patterns between erosion rates at coasts (in Europe) and weather Compare and contrast erosion and deposition in coasts and rivers Compare and contrast the sea defences of Holderness and Blackpool. Investigate coasts (in Europe) that have arches or stacks.	Define: artificial structure, sea walls, rock armour, groynes
	Summer 2	Study of the human and physical Geography of a region in the UK	Show on a map: The River Thames, Tower Hill, Hampstead Heath, Highgate Hill, Parliament Hill Do you agree? London can flood easily because it is so flat.	Compare and contrast the type of businesses in Canary Wharf with those found in Tower Hamlets	Graph information about the population in 3 different areas of London. Apply your knowledge of map techniques to describe locations of: Greenwich (UK) Your school The 4 Capital Cities in the UK 5 European Capital Cities

Year Five (B)	Autumn 1	Mapping	Which map would help you get from Hilton to the International Space Centre (Leicester)? Which map would show you landlocked countries?		On a map of Europe, locate and label – title, compass rose, key, lines of longitude and latitude, scale What is the purpose of each of these features? Define: eastings, northings, grid reference, four-figure, six-figure Which part of the square does a grid reference refer to? Why might you use a 6-figure reference rather than a 4-figure grid reference? Find: 7333, 7134, 7234 Find: 722332, 729331, 725339
	Autumn 2	Biomes and vegetation belts	Describe the difference between a terrestrial and aquatic biome	Describe how human processes affect biomes	Define: biome, terrestrial, aquatic, tropical, rainforest, temperate, desert, tundra, taiga, grassland, savannah, marine, freshwater, ice
	Spring 1	Locating countries of the world	Can you name/label 3 countries per continent?	Which physical processes affect Japan? Bangladesh? Jamaica?	Using Digimap, can you talk about the locations of China, the UAE, Uganda, Switzerland and Haiti
	Spring 2	Rivers, Mountains and The Water Cycle	Locate and label on a map the most significant rivers in the world (i.e. Mississippi, Thames, Ganges, Murray)	List two names for the top of a mountain Describe the physical process that creates fold mountains.	Define: confluence, seismic activity On a map, label the 3 stages of a river, where it meanders, features of an oxbow lake and features of a delta
	Summer 1	Study of the human and physical Geography of a European country	Describe the location of Iceland – capital city? population? Bodies of water? What is Iceland's climate like? Which biomes does it form part of?	Why do people travel from one country to another for tourism? Explain why diversity of tourist attractions is useful (i.e. glaciers, active volcanoes, geysers, Northern Lights)	Describe the nature of a topographic map and explain why it is useful. What is the different between freshwater and saltwater?
	Summer 2	Study of the human and physical Geography of a region within the Americas	Describe the geographical location of the continent of North America	Describe the changes in population of North America from the 1500s to the 1600s	Define: colonise, indigenous, metropolitan, sparsely populated

Year Six (A,D)	Autumn 1	Mapping	Use 4 figure grid references to find: your school, the centre of the nearest town, 5 places in the local countryside, the centre of 5 European capitals		Recommend a route of at least 3 miles through a rural area, using 6-figure grid references Investigate how different scales of maps of the same place give the user differing levels of detail. Draw some conclusions.
	Autumn 2	Biomes and vegetation belts	Compare and contrast the geographical locations of the seven climate zones and organise information about them	Point out the human processes that affect each biome Draw conclusions as to why humans behave as they do in response to the conditions within a biome.	Define: biome, terrestrial, aquatic, tropical, rainforest, temperate, desert, tundra, taiga, grassland, savannah, marine, freshwater, ice
	Spring 1	Locating countries of the world	Discuss where 3 countries are by using the longitude, latitude and which hemisphere they are in. Compare and contrast areas across the world based on their natural resources (i.e. water, oil, forests, rocks, minerals).	Label the advantages and disadvantages of the following: - Air Travel - Sea Freight - Passenger Ships - Rails - Roads	Explain why a geographer may use a variety of map types for the same location. Explain why a geographer may use a variety of map types whilst navigating.
	Spring 2	Rivers, Mountains and The Water Cycle	Compare and contrast the geographical locations of: The Yukon and the Mississippi; Colorado and the Danube Use the Rio Grande to explain why pollution in a river affects more than one population Investigate how goods are traded using North American Rivers	Compare and contrast the physical processes that form volcanoes, fold mountains and block mountains. Which best describes erosion: - The youthful stage of a river - A physical process that wears away rocks and soils - Rocks that are carried from on part of the river to another	Label the 3 stages of a river for each of the five primary rivers in Europe (Danube, Loire, Elbe, Rhine, Volga)
	Summer 1	Study of the human and physical Geography of a European country	On a map, plan a journey from 'Reykjavík' to the waterfall 'Gullfoss' Using Digimap, work out the distance in km Using the contours on a topographic map, identify different height elevations across Iceland	Why is Iceland good for fishing? How could fishing renovate an income for Iceland as a country?	Graph information about tourism in Iceland.
	Summer 2	Study of the human and physical Geography of a region within the Americas	Compare and contrast the geographical location of North America with that of Europe Compare and contrast the geographical locations of Brazil and Finland Investigate why the southern parts of North America are more prone to hurricanes than the northern parts – relating your answers to climate zones, ocean currents and weather patterns	Compare and contrast the populations of the most and least populous places in North America Investigate agricultural diversity in Jamaica and the United States of America – draw some conclusions.	Graph information about the population of the ten most populous cities in North America Investigate the phrase: primate city Investigate the differences between 'metropolitan' and 'cosmopolitan'

Appendix 7: Knowledge Categories

Each concept has its own facts of knowledge which help to strengthen the schema.

Threshold Concept	Knowledge	Descriptor	Symbol
Investigate places	Location	• Continents • Oceans • Regions • Countries • Capital cities • Global positioning (Northern/Southern Hemispheres, The Equator, The Tropics) • Compass directions • Distances	
	Physical features	• Hills • Mountains • Valleys • Bodies of water (Streams, Becks, Tarns, Rivers, Lakes, Seas, Oceans, Lagoons) • Natural resources (The site of copper, tin, zinc, cobalt)	
	Human features	• Urban, suburban and rural settlements • Leisure and manufacturing facilities • Transport hubs and infrastructure • Retail outlets • Farming and agriculture • Reservoirs and dams • Power stations • People-made aspects of the environment (streets, signs, purpose-built forests)	

Investigate patterns	Diversity	Geographical diversity (looking at how physical, human and cultural elements are differentiated from each other) is noticeable at a variety of scales: global to local. Physical characteristics: • Climate • Vegetation • Fauna • Bodies of water • Existing types of relief and landscape Human characteristics: • Population density • Ethnicity • The nature of the built environment • Poverty levels Even places that are relatively near to each other can have a great deal of geographical diversity.	
	Physical processes	• Erosion and deposition associated with rivers and coasts • The water cycle • Ocean circulation • Climate change • Earthquakes and volcanoes	
	Human processes	• Transport • Trade • Migration • Settlements • Industry • Travel • Leisure and Tourism • Pollution	

Communicate Geographically	Techniques	• Fieldwork (observation, measuring and recording using various types of mapping). • Secondary geographical sources (atlases and other research materials) • Map reading (symbols, grid references and keys) • Using Geographical Information Systems (GIS) (applications to show cartographic data, photographic data, digital data and data in spreadsheets)	
	Vocabulary	• The terminology (words and phrases) pupils will come across during a unit/topic of work.	