Grove Street
Primary School

MIND | LEARNING | FUTURES

Every child deserves a champion

Geography at Grove Street Primary

Geography at Grove Street Primary School

Intent *All children to have a secure long term, deep and adaptable understanding of Geography which they can apply in different contexts.*			
High Expectations	**Modelling**	**Vocabulary & Oracy**	**Inclusion (SEND, EAL, disadvantaged)**
All children are expected and able to make progress. We follow a 'Low threshold, high ceiling' approach. We expect all children to leave Grove Street with the skills and knowledge to continue to explore and interact with the world.	Teachers teach the skills needed to succeed in Geography by providing examples and having high expectations.	We intend to create an oracy and vocabulary rich environment. Oracy is a highly valued skill and a key learning tool. An aspect of oracy is an expectation in all of our lessons. Voice 21	The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all.
Knowledge & Concepts	**Skills**	**British Values**	**Cultural Capital**
Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork	Questions and enquiry, Communication, Vocabulary, Field work, Collecting and recording data, Knowledge, Using and creating maps, Using resources.	All children have an acute understanding of British Values and how they relate to individual subject disciplines.	Children to understand how Geography is linked to the wider world. Children to value its importance and talk about why it is important. Children to be exposed to different voices, perspectives and cultural experiences within Geography.

Implementation		
Curriculum (Concepts, Knowledge & Skills)	**Reading Across the Curriculum**	**Vocabulary & Oracy**
National Curriculum Progression of knowledge, skills, conceptual understanding and vocabulary Knowledge organisers Geographical Association Geography Reading Spine. Trips, visits, fieldwork and visitors. Classes from Y1 to Y6 to follow the National Curriculum Statutory Framework. Reception, Nursery & Little Learners are taught following guidance from the Early Years Foundation Stage profile 2021 and Development Matters.	Stories are used to unlock the knowledge, skills and concepts of our curriculum. Reading spine Expectation that reading is a component of each lesson Subject reading visible in the classrooms. Curriculum library Monthly letters from around the world to be shared with each class as a stand alone immersion of the world.	Oracy is expected in all lessons, including strategies such as: ● Following established talk guidelines ● My turn-your turn ● Talk Partners ● Sentence Stems ● Shared problem-solving sequence ● Talking Points
Inclusion	**Assessment**	**CPD**
SEND EAL Disadvantaged	Assessment is an integral and ubiquitous component of the curriculum. Whilst FFT data is collected and compiled twice across the year, AFL strategies and principles underpin everything we do.	● National College ● Research projects ● Coaching/observations within school ● Liverpool School Improvement / HMI Alan Torr / Cluster ● Training needs are reflective of monitoring / staff CPD meetings
Monitoring	**Whole School _____ / Parental Involvement**	**Cultural Capital**
Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject. SIA Deep dive?	We celebrate our world through assemblies, display, Earth Day 22 April 2022, Carnival 2022 May (link with RE) Parental involvement - Links on Class Dojo, Twitter, school website.	● Trips ● Visitors ● Authors ● Inspirational figures
Working Walls / Whole School Displays	World map to be displayed in the classroom at all times and annotated as a working wall (please cover with perspex). Annotations should link to Geography topics as well as other appropriate links such as other subjects and reading. Subject leader to ensure the whole-school display board is updated termly.	

Impact		
Pupil Voice	**Evidence in Knowledge and Skills**	**Outcomes**
Children are enthusiastic about Geography; they are able to talk about the concepts they have studied. Children are able to talk about Geography and how it relates to life. Children are confident to talk about their previous learning and learning across their current and previous year groups.	Children are able to identify and describe what places are like and where they are. Children are able to recognise how places have become the way they are and how they are changing. Children are able to recognise how places compare with other places, and how they are linked to other places in the world. Children make observations about where things are located. Children recognise changes in physical and human features. Children recognise changes in the environment, and how the environment may be improved and sustained. Children identify and describe what places are like. Children know locations of places and environments they study and other significant places and environments. Children describe where places are and why they are like they are. Children identify how places change and how they may change in the future. Children describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Children recognise how places fit within a wider geographical context and are interdependent. Children recognise and explain patterns made by individual physical and human features in the environment. Children recognise some physical and human processes and explain how these can cause changes in places and environments. Children recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives.	● Children make excellent progress from their starting points across the curriculum. ● Children talk confidently about their learning. ● Children feel safe, calm and happy.

Long Term Plan

	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Scale (Local, Regional, National, Global) Physical Geography (Processes and Features) Human Geography (Processes and Features) Environmental Impact Locational Knowledge Climate Crisis Sustainability Migration Cultural Understanding & Diversity Trade Inequality Resources							
Autumn	Understanding the World	Seasonal & Weather Patterns in New Ferry and the UK Countries of the UK	Continents and Oceans: My Place in the World	Liverpool & Barcelona Comparison Study	Rivers & Mountains	Settlements in the UK	Food, Farming & Fair Trade
Spring		Capital Cities of the UK London (past and present) - physical and human features	Famous Human and Physical Features around the World	Natural Disasters - New Zealand, USA, Italy and UK	Biomes & Vegetation Belts	The Journey of a Refugee	Explore Asia
Summer		Places I have visited - comparisons with New Ferry. Introduction to Continents	Hot & Cold Climates - Melbourne (Australia), Winnipeg (Canada) and Amundsen-Scott South Pole Station (Antarctica)	USA Road Trip	South America - Rainforests	Africa	The Future of Our World

Ongoing	Seasons Weather and weather symbols	Seasonal changes Weather and weather maps and symbols	UK countries, capital cities Continents and oceans Seasonal changes (climate changes) Weather and weather maps and symbols	UK countries, capital cities Continents and oceans Seasonal changes (climate changes) Weather and weather maps	UK countries, capital cities plus European Continents and oceans Seasonal changes (climate changes) Weather and weather maps	UK countries, capital cities plus European Continents and oceans Seasonal changes (climate changes) Weather and weather maps Current issues in the news	UK countries, capital cities plus European and World Continents and oceans Seasonal changes (climate changes) Weather and weather maps Current issues in the news

Our Road to Success in Geography

Grove Street Primary School

MINDS | LEARNING | FUTURES

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EYFS

Understanding the World
Our community.
Exploring our environment.
Seasons - Autumn
Star in the jar and the night pirates - journeys.

Understanding the World
Climates and maps
The snail and the whale.

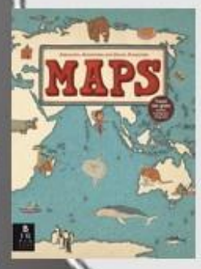
Understanding the World
Seasons - Winter and start of Spring.

Year 1

Seasons and Weather
Seasonal and weather patterns in New Ferry and the UK.
Countries of the UK.

Capital Cities/ London
Capital cities of the UK.
London past and present - physical and human features.

The wider world
Places I have visited - a comparison with New Ferry.
Continents introduction.



Continents and Oceans
Continents and oceans.
My place in the world.

Hot and cold climates
Melbourne (Australia), Winnipeg (Canada) and Amundsen-Scott South pole Station (Antarctica).
Comparison study.

Year 2

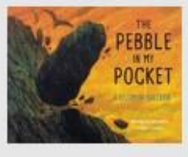
Human and Physical features
Famous human and physical features around the world.

Year 3

Rivers and Mountains
Water cycle
Compare:
Mersey and Nile
Mount Snowden and Sinai

Natural Disasters
Natural disasters - New Zealand, USA, Italy and UK

European comparison
Liverpool and Barcelona comparison study.



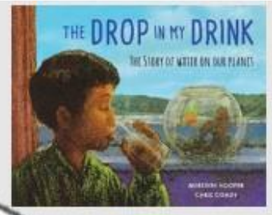
Year 4

Biomes and vegetation belts
Main vegetation types.
Food chains.
Animals found in each biome.

South America - Rainforests
The Amazon Rainforest.
Life - animals and humans.

USA road trip
Explore climate zones, mountains. And cross country journeys.
Compare Hershey, Pennsylvania and Port Sunlight.

Year 5



The journey of an evacuee
WW2 England and Jersey.
Where did they travel to?
How did they travel?
Comparison between where they left and where they stayed.

Africa - Ethiopia
Compare Ethiopia to Wirral - peninsula (Horn of Africa)

Settlements in the UK
Compare past and present.
Urban and rural.

Explore Asia
Population, government and economy.

Year 6

The future of our world
The world in 2050.
Population, housing and transport. Climate change, oceans and social media.

Food, farming and fair trade
Trade, UK, Europe and worldwide. /affects of Brexit.
Fair trade.

FAIRTRADE

Geography Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	· Understand differences between villages, towns and cities · Have some understanding of the Physical and Human geography of New Ferry · Know about seasonal weather changes	· Know the 7 continents and 5 oceans · Know some of the physical and human features of the UK eg mountains, rivers, seas, houses, shops, jobs etc · Compare UK and Spain- P/H geog · Explain some of the weather changes in different seasons	· Compare a hot and cold climate Australia v Antarctica -P/H geog · Compare an urban and rural area of the Wirral P/H geog · Know the basic features of a river, mountain and what the Wirral coast is made up of · Begin to explain weather forecasts	· Compare the UK to a Mediterranean country -P/H geog · Know about natural disasters and have some understanding of where they occur and why · Know the features of a volcano-compare Sicily to Wirral · Explain and compare weather patterns/conditions/climate between the UK and parts of Europe	· Compare the UK to an Eastern European country- P/H geog · Know the different biomes and climate zones · Know about rainforests and tropical zones-the Amazon · Know the features of rivers and mountains in more depth · Compare:-the Mersey to the Rhine and Mt Snowdon to Mt Olympus · Look at the water cycle · Look at climate change at its affect on the world	· Compare rural and urban places on the Wirral to those in a country on the African continent · Know about European and World trade and trade links · Understand about the distribution of resources and how it is transported throughout the World · Know what a peninsula is- look at the physical features that make Wirral a peninsula · Understand some of the damaging effects of climate change and have some knowledge of how we can change the way we live to improve it	· Compare UK to North America-P/H geog · Know about the impact of disaster and war on humans and the environment · Compare data and graphs to show the change in population before and after a disaster/war · Look at current issues and their impact on the world · Understand the damaging effects humans are having on the climate and how we can change the way we live to have a positive affect on the climate
Direction and	· Follow directions (Up, down, left/right, forwards/backwards)	· Follow directions (Up, down, left/right, forwards/backwards) start using a simple map to follow directions	· Follow directions (Up, down, left/right, forwards/backwards) Use simple maps and include the use of NSEW	· Use 4 compass points to follow/give directions; · Use letter/no. co-ordinates to locate features on a map.	· Use 4 compass points well; · Begin to use 8 compass points;	· Use 8 compass points; · Begin to use 4 figure co-ordinates to locate features on a map.	· Use 8 compass points confidently and accurately; · Use 4 figure co-ordinates confidently to locate features on a map.

Locational knowledge					· Use letter/no. co-ordinates to locate features on a map confidently.	· use longitude/ latitude including the equator and the tropics	· Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing Maps- Representation/Perspective	· Draw maps of the classroom and classroom objects from above. · Draw around shapes to make an aerial plan · Begin to draw objects as own symbol	· Draw picture maps of imaginary places from stories. eg Pirate map · Look down on objects to draw a simple plan view map · Use own symbols to represent the objects	· Draw maps of the classroom and school grounds from aerial photos · Begin to draw a map of a real place from an aerial photo · Begin to draw own plan view maps · Begin to understand the need for a key. · Use class agreed symbols to make a simple key.	· Draw a map from an aerial photo · Draw own plan view maps but only large objects included · Try to make a map of a short route experienced, with features in correct order; · Try to make a simple scale drawing. · Begin to use standardised symbols and a key	· Draw maps from aerial photos · Draw own plan view map with more detail · Make a map of a short route experienced, with features in correct order; · Make a simple scale drawing. · Begin to recognise symbols on an OS map. And understand the need for a key	· Draw maps from aerial photos including correct symbols and a key · Draw own plan view maps using recognised symbols and a key · Try to keep map to scale · Use/recognise OS map symbols. · Begin to draw thematic maps for climate(physical) and population density (human) based on given data	· Draw maps from aerial photos and own plan view maps, including correct symbols, a key and keeping to scale · Use/recognise OS map symbols to plot out a journey · Draw thematic maps for climate and other physical phenomena and population density and other human data. Use given data and begin to use their own data
Using Maps/ Place Knowledge	· Use a simple picture map to move around the school; · Recognise that it is about a real place. · Learn names of some places within/around the UK. E.g. Home town, cities, countries	· Use a simple picture map to move around the school and school grounds; · Recognise that it is about a real place. · Use an KS1 atlas to locate continents, oceans and poles · Locate and name on UK map major features e.g. Wirral, Liverpool, London, seas.	· Follow a route on a map. · Use a local map to find places on the Wirral · Use an KS1 atlas to locate countries they are looking at and capital cities · Begin to use google maps · Locate and name on UK map major cities and features e.g. Wirral, Birkenhead, Liverpool,	· Locate places on larger scale maps e.g. map of British Isles. · Follow a route on a map with some accuracy. · Use a KS2 atlas to locate countries and cities . Also locate physical features they are studying · Use google maps to locate places	· Locate places on larger scale maps e.g. map of Europe · Follow a route on a map accurately. · Use a KS2 atlas to locate countries and cities . Also locate physical features they are studying · Use google maps to locate places	· Compare maps with aerial photographs using google maps · Plan a journey using a map · Select a map for a specific purpose. (E.g. Pick atlas to find Kenya, OS map to find local village.)	· Compare maps with aerial photographs using google maps and understand when it is best to use the correct one · Locate places/ physical features on a world map. · Use atlases to find out about other features of places and understand why people live where they do.

			Thurstaston (urban /rural), rivers and mountain ranges	· Locate countries, major cities and physical features on a map of Europe	· Locate countries, major cities and physical features on a map of the world	· Begin to use atlases to find out about other features of places. (e.g. rivers, mountains) · Use world maps to show distribution of resources	· Use world maps to understand the distribution of populations and how they impact on their environment.
Geographical Enquiry, skills and fieldwork	· Teacher led enquiries, to ask and respond to simple closed questions. · Use information books/pictures as sources of information. · Investigate their surroundings · Make verbal observations about where things are e.g. within school or local area	· Teacher led enquiries, to ask and respond to simple closed and open questions. · Use information books/pictures as sources of information. · Investigate their surroundings · Make verbal and written observations about where things are e.g. within school or local area.	· Children encouraged to ask simple geographical questions; Where is it? What's it like? · Use NF books, stories, maps, pictures/photos and internet as sources of information. · Investigate their surroundings and other parts of the UK. · Make appropriate observations about why things happen. · Make simple comparisons between features of different places.	· Begin to ask/initiate geographical questions. · Use NF books, stories, atlases, pictures/photos and internet as sources of information. · Investigate places and themes at more than one scale · Begin to collect and record evidence · Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	· Ask and respond to questions and offer their own ideas. · Extend to satellite images, aerial photographs · Investigate places and themes at more than one scale · Collect and record evidence with some aid · Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	· Begin to suggest questions for investigating · Begin to use primary and secondary sources of evidence in their investigations. · Investigate places with more emphasis on the larger scale; contrasting and distant places · Begin to collect and record evidence unaided · Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	· Suggest questions for investigating · Use primary and secondary sources of evidence in their investigations. · Investigate places with more emphasis on the larger scale; contrasting and distant places · Collect and record evidence unaided · Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

Use of subject-specific vocabulary	street, road, house, bungalow, flat, school, door, window, roof wall, floor, furniture, living room, dining room, kitchen, bathroom, toilet ,bedroom, garden, weather, sunny, rainy, cloudy, hot, cold, warm, village, town, city, church, shop, office, sports centre, cathedral, tunnel, New Ferry, Port Sunlight, Birkenhead, Liverpool Village Hall, St Marks Church, New Ferry Park, the River Mersey, shore, Wind, rain, snow, hail, fog, dry, wet, weather symbols, Season Winter Spring Summer Autumn	continent, country, ocean, sea, north pole, south pole, equator, capital city, river, mountain, hill, lake, climate England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast Human geography, Physical geography, atlas, New Ferry-bakery, butcher, supermarket, hairdresser, barber, beauty salon, florist, optician, stationer, newsagent, greengrocer, grocer, fishmonger, jeweller, supermarket, chemist, post office, travel agent, charity shop, off licence, corner shop, precinct, high street, zebra crossing, left, right, forwards, backwards, above, under, over, symbols, compass, map key, Seasons, weather,	Antarctica , Arctic, Antarctic circle, Arctic circle, ice cap, iceberg, glacier Australia Canberra, coral reef, desert, Aborigines, Northern hemisphere, Southern hemisphere, North, South, East, West, urban, shopping centre, precinct, office blocks, by pass, motorway, leisure centres, colleges, universities, factory, landmark, rural, farmyard, farmhouse, barn, meadow, field, hedgerow, woodland, country road, land use, settlement, crops, livestock, aerial map, aerial photograph, route coast, coastline, cliffs, common, beach, estuary, bay, pier, port, docks, promenade, quay River: source, meander, flow, river bed, bank, river mouth, Mountain: peak, slope, base, valley Seasons, weather, continents and oceans UK countries and capital cities, major rivers and mountains	volcano; active, inactive, dormant, eruption, plate tectonics, constructive plate margin, destructive plate margin, conservative plate margin, tremor, earthquake, Richter Scale, Earth's crust, mantle, core, hurricane, tornado, flood, Beaufort Scale, blizzard, avalanche, tsunami, drought, famine, heat wave, forest fire, Mediterranean climate, vegetation, democracy, culture, population, industry, tourism, co-ordinates, grid reference, Volcano; dormant, extinct. lava, ash, magma, magma chamber, conduit, crater, main vent, secondary vents, volcanic bombs, igneous, pumice, minerals, emissions, Ring of Fire, Mount Vesuvius, Pompeii, Seasons, weather, continents and oceans UK countries and capital cities, major rivers and mountains European countries (Western) and capital cities major rivers and mountain ranges	biomes; aquatic, desert, tropical rainforest, temperate, tundra, taiga(boreal forest), savanna, habitat, ecosystem, coniferous, deciduous, deforestation, flora, fauna, vegetation belt, permafrost, Amazon rainforest; undergrowth, understorey, canopy, emergent layer, biodiversity, indigenous, endangered, climate change; global warming,, greenhouse gases' drought, melting ice caps, rising sea levels, renewable resources, non-renewable resources, geothermal, Eastern European, Russia, Moscow, Orthodox Christian, emperor/ tsar, The Kremlin, Siberia, cosmonaut, Ural mountains, Eurasia, River: waterfall, oxbow lake, tributary, stream, sediment, confluence, basin, delta, estuary, floodplain, rapids, upstream, erosion, transportation, suspension, deposition, Mountain: summit, mountain range, plateau, ridge, snow line, tree line, face, gorge,	urban, residential, industrial, slum, malnutrition, rural, livestock, agriculture, pasture, bridle path, South Africa, apartheid, Nelson Mandela, latitude, longitude, international date line (IDL), global positioning system (GPS), Greenwich Meridian (GM) or Prime Meridian (PM) trading, economy, fair trade, distribution, natural resources, man-made resources, manufacture, agreement, transportation, producer, supplier, consumer, export, import, processed food, intensive farming, extensive farming, sustainable, arable farming, pastoral farming, plantation, herbicide, pesticide, fertilizers, organic	refugee, immigrant, cultural differences, traditions, integration, persecution, sanctuary, regeneration, pandemic, epidemic, renovation, conservation States, population diversity, population density, topographical, canyon, geyser, terrain, spatial variation, 6 figure co-ordinates, thematic map, physical phenomena, human data, productivity, leisure, amenities, recreational, enterprise, manufacture, investment, merchandise, Seasons, weather continents and oceans UK countries and capital cities, major rivers and mountains European countries (Western an Eastern) ,the Americas, Africa; capital cities major rivers and mountain ranges The climate regions: polar, temperate, arid, tropical, Mediterranean and tundra. Parts of: a river, mountain, water cycle Wirral geographical features

					altitude, scree, contours, contour map, Water cycle; evaporation, condensation, precipitation, transpiration, groundwater, infiltration, percolation, water table, saturated, run-off, impermeable, Seasons, weather, continents and oceans UK countries and capital cities, major rivers and mountains European countries (Western an Eastern) and the Americas ;capital cities major rivers and mountain ranges The six major climate regions: polar, temperate, arid, tropical, Mediterranean and tundra.	farming, mechanisation, ordnance survey map (OS), 4 figure co-ordinates, peninsula, commuter, metropolitan borough, perspective, scale, significant place, tourist, resident, Seasons, weather continents and oceans UK countries and capital cities, major rivers and mountains European countries (Western an Eastern) and the Americas ;capital cities major rivers and mountain ranges The climate regions: polar, temperate, arid, tropical, Mediterranean and tundra. Parts of: a river, mountain, water cycle	

National Curriculum – Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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.

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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, sea, 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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge

♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography

♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography Lesson Structure

Long-term Memory

Revise and review previous learning – make links to knowledge from previous week, unit, term, year.

Reading Across the Curriculum

Opportunity to explore ideas and meet inspirational figures, as well as make links across the curriculum. This may also be used as a satellite text for fluency lessons or end-of-day reading.

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Knowledge

Teacher introduces children to new knowledge and vocabulary, making links to prior learning and placing it within its chronological context.

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Skill

New knowledge is deepened through application to a specific geographical skill.

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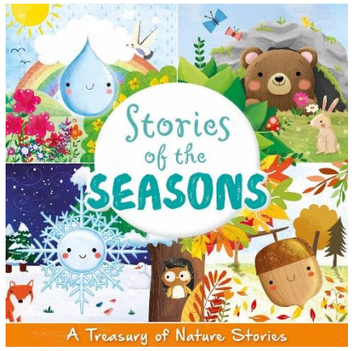
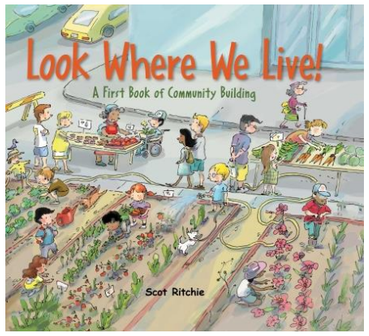
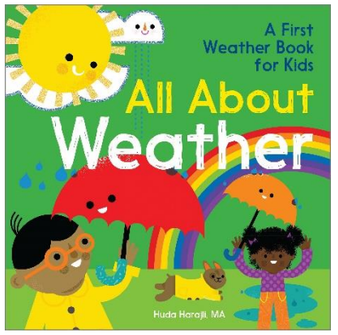
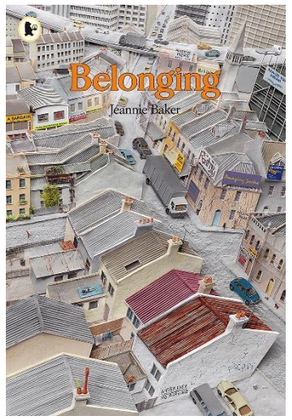
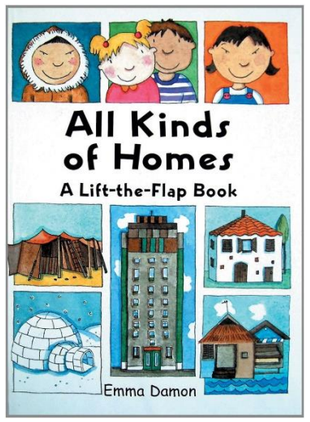
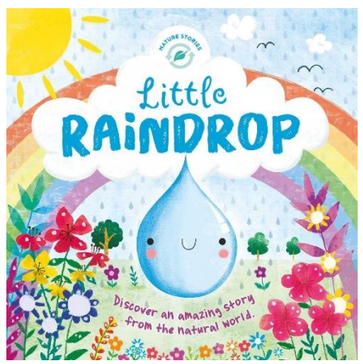
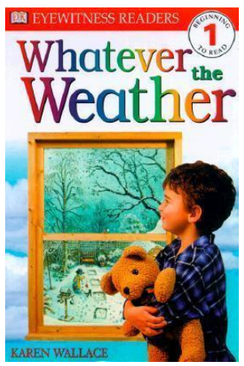
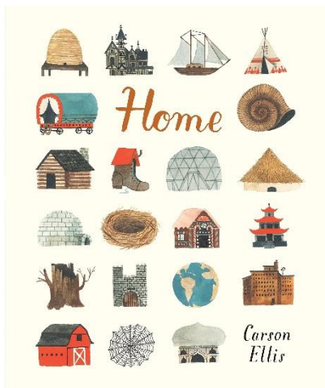
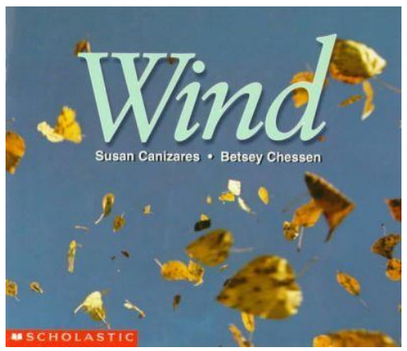
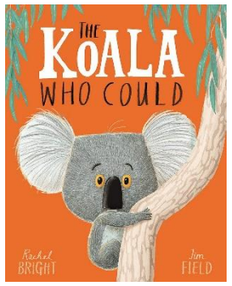
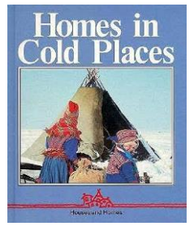
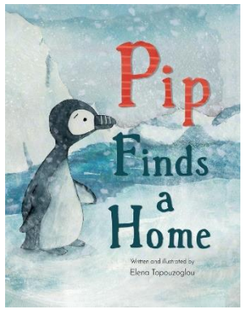
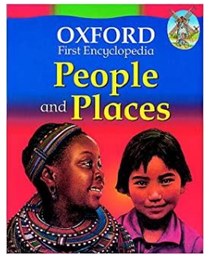
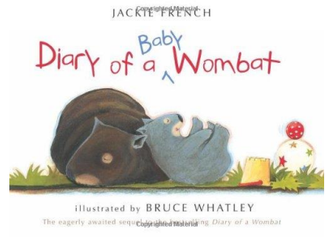
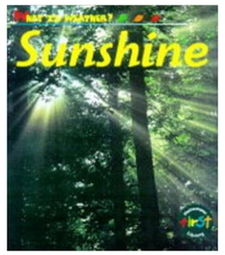
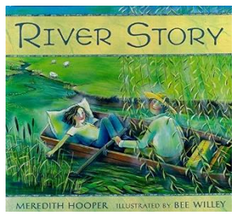
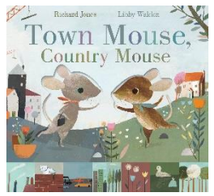
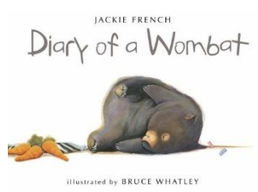
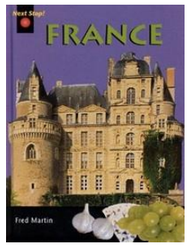
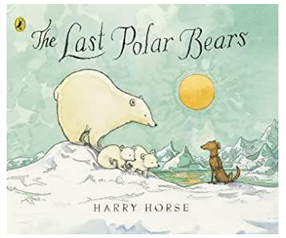
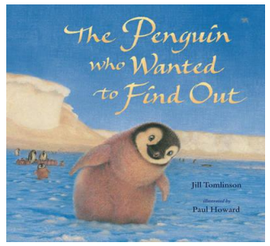
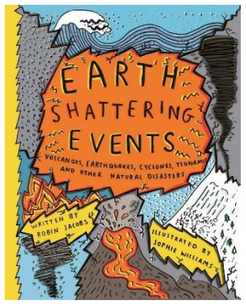
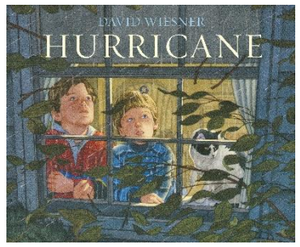
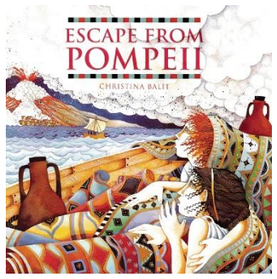
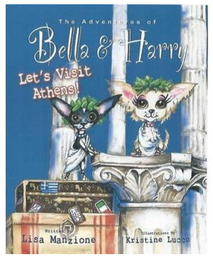
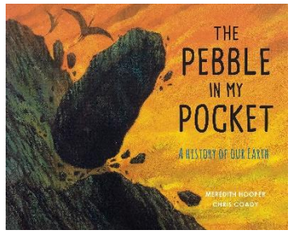
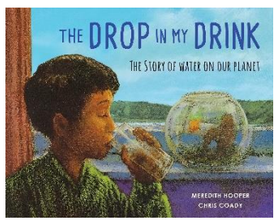
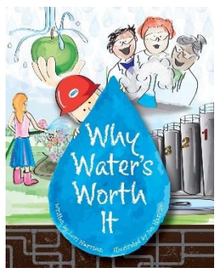
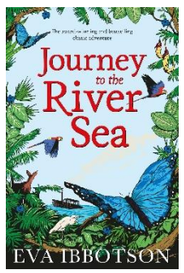
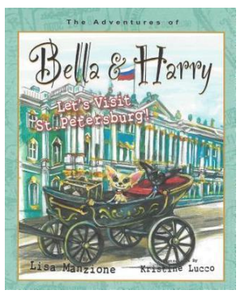
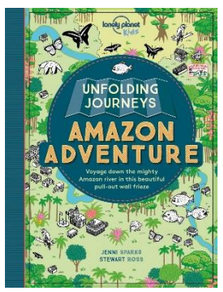
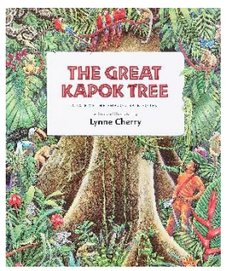
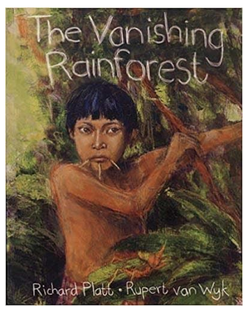
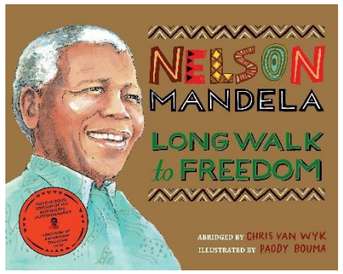
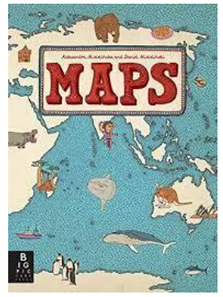
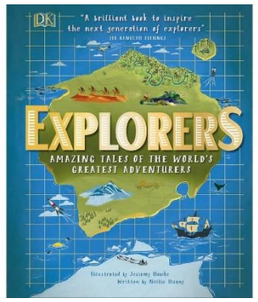
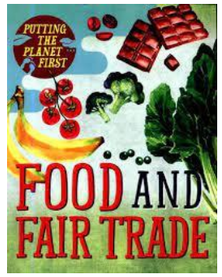
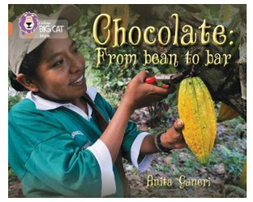
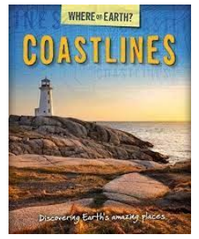
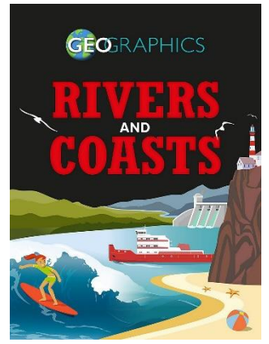
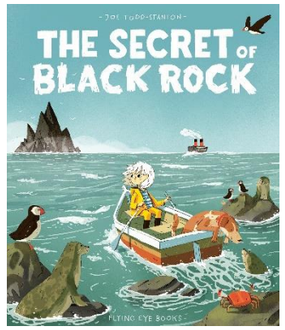
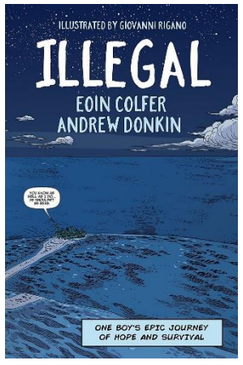
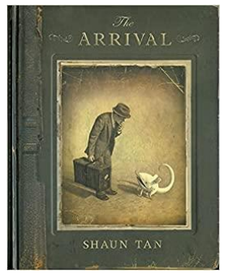
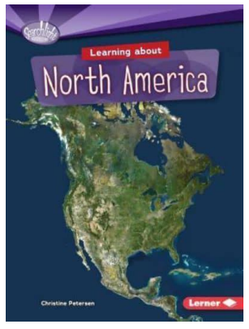
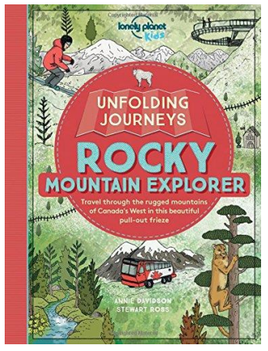
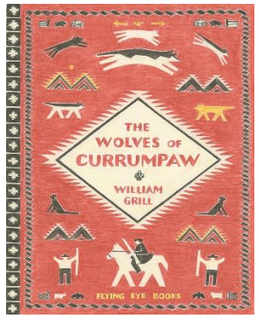
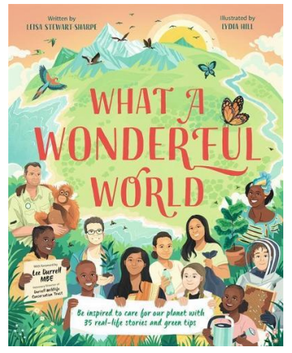
Reflect

How does this week's lesson fit in our progression structure? Where will we go next with our learning? Further opportunities for Oracy.

	Grove Street Geography Reading Spine

2s	  
Nursery	  
Reception	   

Year 1	      
Year 2	       
Year 3	      
Year 4	       

Year 5	 NELSON MANDELA LONG WALK to FREEDOM ABRIDGED BY CHRIS VAN WYK ILLUSTRATED BY PADDY BOUMA  MAPS  DK "A brilliant book to inspire the next generation of explorers" EXPLORERS AMAZING TALES OF THE WORLD'S GREATEST ADVENTURERS  PUTTING THE PLANET FIRST FOOD AND FAIR TRADE  BIG CAT Chocolate: From bean to bar Anita Ganeri  WHERE ON EARTH? COASTLINES Discovering Earth's amazing places  GEOGRAPHICS RIVERS AND COASTS  JOE TODD-STANTON THE SECRET OF BLACK ROCK FLYING EYE BOOKS
Year 6	 Armin Greder THE ISLAND  ILLUSTRATED BY GIOVANNI RIGANO ILLEGAL EOIN COLFER ANDREW DONKIN ONE BOY'S EPIC JOURNEY OF HOPE AND SURVIVAL  The ARRIVAL SHAUN TAN  Learning about North America Christine Petersen Lerner  lonely planet kids UNFOLDING JOURNEYS ROCKY MOUNTAIN EXPLORER Travel through the rugged mountains of Canada's West in this beautiful pull-out frieze JANICE DAVIDSON STEWART ROBB  THE WOLVES OF CURRUMPAW & WILLIAM GRILL FLYING EYE BOOKS  Written by LEISA STEWART-SHARPE Illustrated by ILSSA HILL WHAT A WONDERFUL WORLD Be inspired to care for our planet with 25 real-life stories and green tips