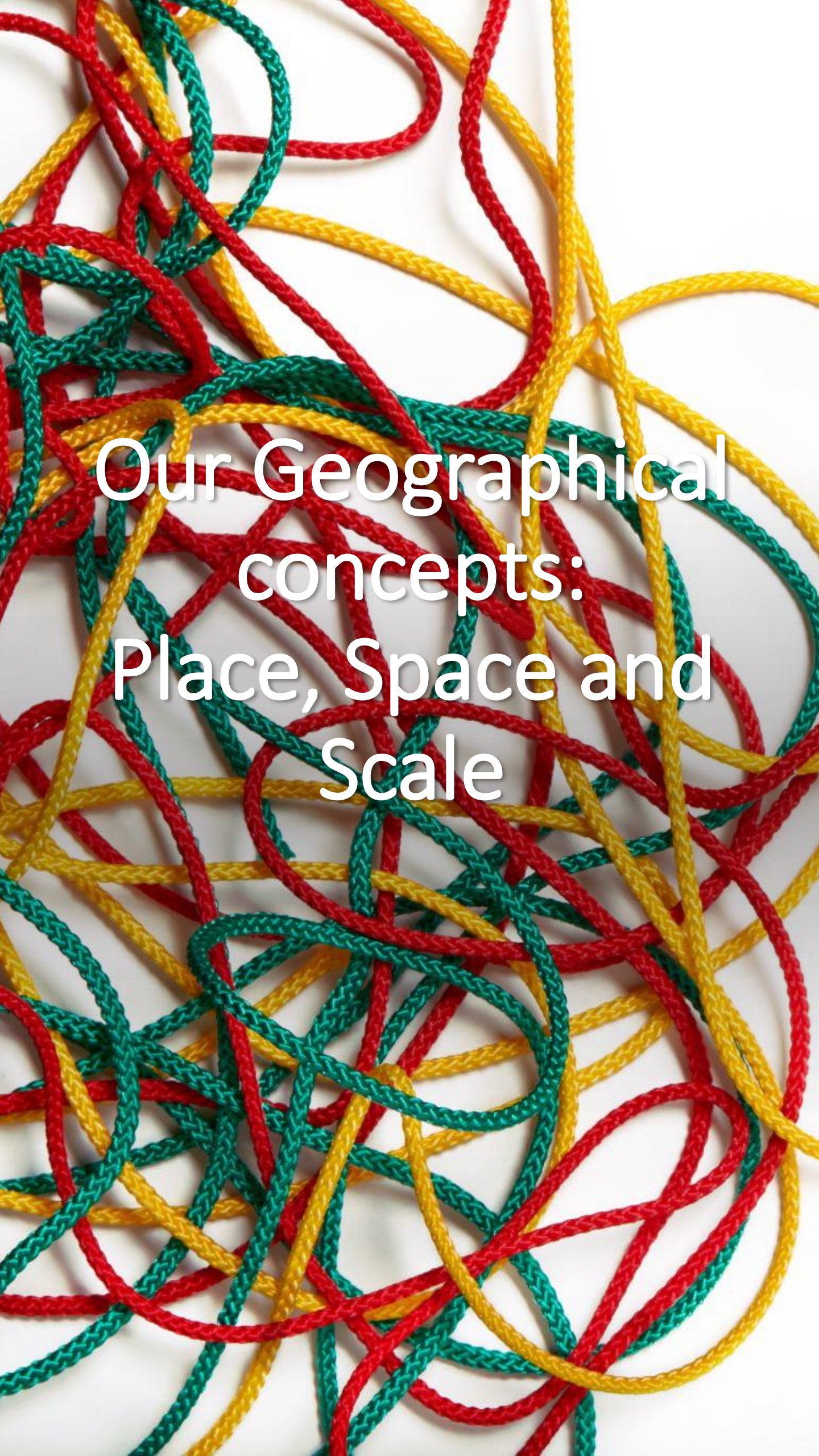
Our Geography Curriculum

The Tilstock Way



Our Geographical concepts: Place, Space and Scale

GEOGRAPHICAL CONCEPTS – Place, Space and Scale

A concept is a classifier that helps to organise thinking. It is a generalised idea about a class of objects, situations, actions, processes, relationships, qualities or whatever. As Margaret Roberts (2013) explains, *implicit in every concept in geography is a complex cluster of knowledge and understanding'.*

We know that Geography is a content-rich subject and concepts provide an underlying structure on which to make decisions about how our curriculum is planned to make sense to our children. We believe that an effective curriculum builds children's' understanding of concepts so that geography becomes accessible to them and they can progress. It is important for our children as learners to understand concepts so that they do not see geography as an accumulation of 'content' and 'facts'.

Within our planned curriculum, children will acquire concepts in geography so they can relate information and ideas to each other and make sense of them. They also need concepts in order to develop higher order thinking, such as to give explanations and to think abstractly.

Using guidance derived from the *Geographical Association*, we have used David Lambert's definition of key concepts of ***place, space and scale***. These big ideas and smaller concepts underpin our curriculum and provide our children with the basic 'grammar' of geography.

The aspects of each concept is illustrated below and thread through all of our children's geography units.

Please see our Key Stage planning documents to see how these concepts are revisited time and time again throughout the school.

Place

Unique:
Children learn that real places, with all their similarities and differences are unique. No two places are exactly the same. For example, this is represented in the EYFS through our different homes and between our village of Tilstock and our town of Whitchurch.

Represented:
Places can be represented in certain ways for specific purposes.

In KS1 for example, children will learn the purpose of Capital Cities

Dynamic:

Through their study of the Industrial Revolution, children will lean that places change. They have not always been like this. Geography has a role to play in teaching pupils to understand the potential of places to be different in the future.

Geographical imaginations:

the ways individuals think about places depends to a large extent on the knowledge and understanding they have at their disposal – but also what they make of the images they see and what they associate with the new, the strange, etc.

Space

The dynamic character of environments
Throughout the year, through learning about the weather and the seasons, children will learn that environments change over time. Children in the EYFS and KS1 will learn that our environment will experience a natural cyclic change – illustrated by the four the seasons, and also by our local farming environment.

More drastic changes, whether slow or fast, can alter environments in irreversible ways. The built environments created by human beings, especially large urban settlements, can be subjected to a rapid pace of change. Children in KS1, for example, will learn about how London has changed over the years

Human impact on environments
Human societies use land and water in a great variety of ways. This helps to create many more types of environment.
In KS1, children will learn about the development of Belfast and Liverpool in relation to transport and industry through their study of the Titanic.

Quality of environments
Our town, our county of Shropshire, our capital city and holiday desitantions.
Children will explore the qualities attributed to environments as a consequence of the values held by individuals, groups or societies. These are illustrated in the KS1 units through:
• the capacity of environments to support human life (the most basic of requirements) Our town
• the suitability or potential productivity of different environments for particular purposes (e.g. farming) Shropshire
• the satisfaction, pleasure or excitement offered by an environment (e.g. for leisure activities). Our capital cities and seaside desinations.

Settlements

In LKS2 through their study of the Industrial Revolution, famous explorers and Tudor Britain during The Great Fire of London children will learn how settlements can expand or decline; and their internal morphology can be reshaped in response to economic and social developments, changing lifestyles and changes in the architecture as well as the use of buildings.

In KS2, through their study of volcanoes, mountains, hills and Rainforests, children will learn that some types of environment are more vulnerable to human impact than others, in the sense that they are less able to recover from damage.

Environmental hazards
These are events closely associated with environmental conditions, which present a severe threat to homes and other structures, economic activities, and lives. The phrase is often restricted to natural processes, although the level of risk which they carry is often influenced by human activities.
Through their study of natural disasters, children will learn about the **Environmental hazards that are present in a wide variety of forms.**

Through their study of British history, children will also learn **about environmental hazards which can be produced or greatly facilitated by human activities** include pollution, fire, soil erosion and the spread of diseases. Hazard events vary greatly in their intensity,
scale (with respect to space and time), frequency and regularity.
Some places are much more vulnerable to hazards than are other places; while different communities vary in how effectively they can respond to hazards. This is further illustrated by the plague and The great Fire of London units.

Resources
Resources are selected elements or attributes of environments which are perceived as being of use or of value to satisfy human needs, improve the quality of life, or achieve particular economic, social or political goals. Through their study on Fairtrade and the Rainforests, children will learn people having the means to exploit or develop them effectively and how the overuse or misuse of resources can result in the exhaustion or destruction of sources of supply.

Sustainability
Through their study on the Arctic and Antarctic children will learn how global warming adds urgency to the challenge of tackling the serious threats posed for many environments.

Environmental and resource management
Children will learn about the practical steps that organisations can take to protect or conserve environments and resources, and to promote sustainable development.

Scale

Personal:
The personal scale refers to personal space, the 'bubble' in which people are sometimes said to live – the world they inhabit in their person, and how they perceive the world.

Local: this is sometimes expressed as the scale of experience, and has given rise to 'locality studies'
which focus on the daily lives of people – where they live, work, shop and play.

Regional: this is strongly associated with identity and linked to landscape or heritage.

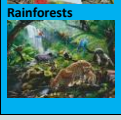
National: this is the political context in which people live as citizens in a relationship with the state. In KS1 children will learn about the borders of nations of England, Ireland, Wales and Scotland in our United Kingdom. Children will learn that although 'British' may be on their passports, they may think of themselves (for example) as , English, Irish, Scottish or Welsh.

Global:

The global scale has become ever more present in people's minds since the Apollo photographs of 1969 – and now with Google Earth. The global scale has been dubbed the 'scale of reality', in the sense that economic, environmental, political and social processes operate on a global scale. We cannot fully understand High Street shopping in your locality, or industrial change in a region or country, without comprehending the global context.

Substantive and Disciplinary Knowledge

Squirrels KS1		Substantive knowledge	Disciplinary knowledge
Autumn	**Magical Monarchy/ Moon Landings**  	**Place** • Identify the UK: four countries, capital cities and surrounding seas. • What are the key landmarks of the UK and your local area. Include at least one physical and one human landmark in each country. (Consider British values here including the use of the Union Jack flag). **Scale** • The home and school are local; and the UK is at a national scale. The world is at a global scale. **Space** • There are both human and physical features around us. Humans interact with the physical world and it affects us on a daily basis such as the weather. • Record the daily weather in weather diary and note that the UK has four seasons.	**Geographical skills** • Use globe, atlas and map to locate the UK. • Use a site map and aerial photograph of the school. **Fieldwork enquiry** • Use observational skills to note the difference between human and physical features such as house, shop, weather and soil. • Walk around the school and its grounds, with a map, noting down features in a survey – basic navigation. • Data recording of the weather. **Identify patterns and links** • Do all UK countries have a capital city? **Examples and vocabulary** • Name four countries making up the UK. • Use directional language – near/far and left/right
Spring	**Titanic/ Evacuees**  	**Place** • Identify Europe on a map and that it is a continent. Europe is made up of a number of different countries. • Identify a non-European country. **Scale** • Europe is a continent and it is at the international scale. The world is at a global scale. **Space** • Compare the UK with a contrasting non- European location (rural vs urban) (New York- Titanic) • Develop a case study of human and physical features of the location.	**Geographical skills** • Use globe, atlas and map to locate Europe . • Use direction including 4-point compass (N, S, E and W). • Introduce Google Earth and Google maps. **Identify patterns and links** • Identify similarities and differences.
Summer	**Oh I do like to be beside the Seaside/ Treasure Island** 	**Place** • Identify, name and locate the world's seven continents and five oceans. • Introduce the Equator. **Scale** • Continents are at the global scale. **Space** • Why do people travel between countries – to visit a city, town, forest, mountain and beach for holidays, or they may move for other reasons such as migration	**Geographical skills** • Use globe, atlas and map to locate continents, oceans and Equator. **Fieldwork enquiry** • Class survey of holidays in UK and overseas and record the data collected – produce a graph. **Identify patterns and links** • Why do people travel? **Examples and vocabulary** • Name four countries making up the UK.

Otters LKS2		Substantive knowledge	Disciplinary knowledge
Autumn	**Fire! Fire!**  **The Industrial revolution** 	**Place** • Identify the location and different types of volcanoes - active, dormant and extinct – on tectonic plates. Link to structure of the earth (crust, mantle and core). • Identify the key features of a volcano using a diagram: crater, vent, lava, ash, magma chamber and crust. • Fold mountains can form on plate boundaries and humans use them in many ways. Have knowledge of earthquake prone areas across the world and the damage (effects) that they can bring. Understand how earthquakes are measured on the Richter Scale. • Understand what causes an earthquake to occur and that this is usually linked to the location of plate boundaries. Know that there are different types of plate boundaries. **Scale** • The effects can be seen at a local, national and even global scale. • Understand that cause and effects are at the local and national scale, but response can be at the international scale. Link cause, effect and response to a county's level of development and political arena. **Space** • What are the positive (farming, minerals, geothermal energy) and negative effects of living near volcanoes when an event occurs. • How have humans adapted to living in an earthquake zone; what is the building design and technology needed to cope. Does this vary between countries and the level of development.	**Volcanoes** **Geographical skills** • Use maps and atlas to locate volcanoes in the world. Identify patterns and links • Do all volcanoes occur on plate boundaries or do some sit away from the boundary, such as the Hawaiian Hotspot. **Examples and vocabulary** • Use key terms such as active, magma, lava and crater. • Use case studies. **Earthquakes** **Geographical skills** • Locate and map major tectonic plates and identify earthquake distribution zones in the world. • Use photographs to recognise effects and responses. **Identify patterns and links** • Do most earthquakes occur on tectonic plate boundaries. • Does most damage and fatalities occur where population densities are high? • Compare similarities and differences of earthquakes. **Examples and vocabulary** • Using case studies of a HIC and LIC countries, compare similarities and differences of the earthquake. • Use key terms such as magnitude, epicentre and focus.
Spring	Explorers  **The Vikings- travel** 	**Location and Place** • What are the key human features of UK- countries, regions, cities and local surrounding counties to home place. • What are the key physical features of UK – rivers, mountains, oceans and seas. • Locate Prime Meridian and latitude • Identify the countries and capital cities of explorers, with focus on one European country. • Choose two areas in one European country to compare and contrast human and physical features **Geographical Scale** • Have an understanding and knowledge of features at the local, regional and national scale. The effects can be seen at a local, national and even global scale. **Space** How is land used for settlement and economic activity in upland and lowland areas, coastal and inland areas of the UK. Identify National Parks where human and physical interact. Does conflict arise? • Case study of settlement – London as a capital city, what makes it unique - What are the positive and negative impacts of trade in the two areas. How do the physical and human worlds interact with each other.	**Geographical skills** • Use globe, atlas and map to locate Europe . • Use direction including 4-point compass (N, S, E and W). Use globe, maps and atlas to locate countries and two areas. • Introduce Google Earth and Google maps. **Identify patterns and links** • Identify similarities and differences. • Do both positive and negative impacts arise in both areas. **Examples and vocabulary** • Case studies of London and European county, using key terms such as trade, tourism, economic, environmental and social.
Summer	**Rockpools**  **Rainforests** 	**Place** • Know that rainforests, such as the Amazon Basin of Brazil, are found in the Tropics. • Identify the location of the rainforest biome in the context of lines of latitude and hemispheres. • Understand the key physical characteristics of a rainforest such as four layers (emergent layer, understory, canopy, forest floor) and adaptations of vegetation (lianas, buttress roots and drip tips). • Identify animals and humans that have adapted to live in this ecosystem. • Have knowledge of the types of human activity that are destroying the rainforests. **Scale** • Understand that the biome occurs at a global scale and is found in many continents. It is important at all scales including locally to indigenous people. **Space** • Understand that the rainforest provides a number of resources, such as timber, that is used by humans. • Know that the destruction caused by humans can have an impact on the global climate	**Geographical skills** • Locate on a world map using an atlas and map. • Analyse and interpret climate data such as rainfall and temperature. **Fieldwork enquiry** • Virtual fieldwork using Google maps. **Identify patterns and links** • Link rainforest location and climate to the tropical biome zone. **Examples and vocabulary** • Use UK examples of key human and physical features.

Badgers UKS2		Substantive knowledge	Disciplinary knowledge
Autumn	**Farming & Fairtrade** **Earth & Space** 	**Place** • Locate the local supermarket in order to see where food comes from; focus on different countries and continents where the food is grown. • Identify trade routes and journeys made using different modes of transport such as sea, land and air. Consider the issue of 'food miles' when sourcing food. **Scale** • Consider that farming takes place at both small and large scales and both for commercial and subsistence purposes. It is undertaken at the local to global scale. What environmental damage is taking place and at what scale. • How can we improve our environment at the local, national and global scales. **Space** • Between the human resources needed such as labour and physical such as water. • How do humans use natural resources. How does our lifestyle affect the environment around us and cause environmental damage. Consider air, water and plastic pollution and fossil fuel use. • What measures can humans take to reduce impact on natural resources - examples of renewable energies such as wind, solar and tidal power; example of sustainable settlement such as BEDZED. What will be the technologies of the future to assist environmental change.	.Geographical skills • Use a base map to locate local supermarket.; construct and plot bar and pie graphs. • Identify trade routes on globe, atlas and maps. School site survey and local area survey of recycling facilities and renewable energies. Fieldwork enquiry • Create a survey and analyse fieldwork data collected: qualitative and quantitative. Identify patterns and links • Which countries produce the most food? Where there is more provision, is the environment 'cleaner'. Examples and vocabulary • Name examples of UK food sources and use terms such as import/export, subsistence/ commercial, economic and different modes of transport. • Use a case study of UK sustainable living – BEDZED. • Use terms including renewable, sustainable, environment and pollution.
Spring	North & South America inc. The Amazon  Journeys- The Romans 	**Place** • Know that there are three courses and different landforms along a river. All rivers get wider with distance from the source. **Scale** • The hydrological cycle occurs on a global scale and rivers are present at the local, regional, national and international scale. The cycle is made up of key processes. • Water treatment can occur both locally and nationally and water consumption and pollution is not always confined within country borders. **Spaces** • Both human and physical factors can cause flood risk events at all scales. • The land next to river is used for a variety of land use such as settlement, agriculture and transport.	**Geographical skills** • Use an Ordnance Survey map to undertake four and six figure grid references to locate a UK river • Identify key river features using photographs. • Using data to look at water consumption and plotting graphs. **Fieldwork enquiry** • Virtual fieldwork using Google maps. **Examples and vocabulary** • Name three UK rivers and use key terms such as source and mouth and from the hydrological cycle.
Summer	**What a wonderful World** 	**Place** • Locate major climate zones of the world in each hemisphere; and have knowledge of the climate for each as well as land use, native vegetation and animals. • What is the population density and distribution of each; has it changed over time. **Space** • Understand that human activity is causing irreversible damage to the climate zones.	**Geographical skills** • Use globe and atlas to locate the different zones. • Compare climate data and plot a climate graph. **Identify patterns and links** • Identify the link between latitude and climate.; and population and climate. • Is climate change occurring in all zones? **Examples and vocabulary** • Use key terms such as polar, desert and tropical.

Our Planning

When planning our units in more detail, as members of the Geographical Association, we use their guidance to support teachers to plan for progression.

The GA guidance identifies:

- three aspects of achievement,
- five dimensions of progress,
- benchmarks/expectations for ages 7, 9, 11, 14 and 16.

The three aspects of achievement in geography are:

Contextual world knowledge

- Demonstrating greater fluency with world knowledge, drawing on increasing breadth and depth of content and contexts.

Understanding

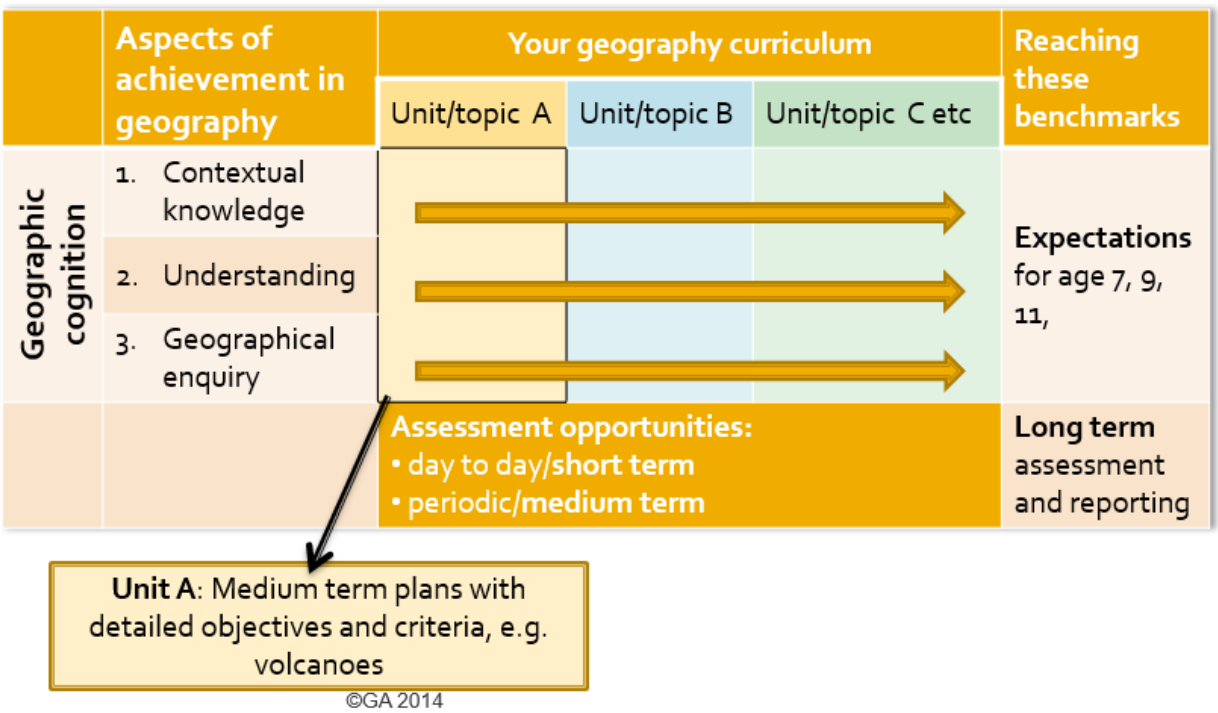
- Extending from the familiar and concrete to the unfamiliar and abstract.
- Making greater sense of the world by organising & connecting information & ideas about people, places, processes, environments.
- Working with more complex information about the world, including people's attitudes, values and **beliefs.**

Geographical enquiry and skills

- Increasing the range and accuracy of pupils' investigative skills, and increasing independence in enquiry.

The benchmarks create more summative opportunities for assessment and reporting, but they need some work to be useful for individual units of work.

Linking 3 aspects of achievement, progression and the benchmarks:



Squirrel Class 2 Year Rolling Geography Curriculum

A spiral approach to the geography curriculum revisits places, concepts and processes to support progression and secure learning for pupils, and help teachers with sequencing.
It is frequently acknowledged that geography benefits from a spiral approach to the curriculum, revisiting places, concepts and capabilities to build up pupils' depth of knowledge, understanding and skills, so enabling them to make progress. Our topic units are carefully planned, providing opportunities to develop pupils' learning guided by the aspects and dimensions of geography, and revisiting and building on previous learning in an engaging curriculum.
Year 1, Year 2, and the Key Stage National Curriculum statements

Geographic Cognition

Aspects of achievement in Geography	Autumn Yr A: Magnificent Monarchy Yr B: The Moon landings Concepts:	Spring Yr A: Titanic! Yr B: Evacuees	Summer Yr A: Oh I do like to be beside the Seaside Yr B: Treasure Island	End of Key stage Expectations
Contextual Knowledge **Pupils should develop knowledge about the world, the United Kingdom, and their locality.**	I can name the four countries in the United Kingdom and locate them on a map. I can name the capital cities of the United Kingdom I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. I can identify seasonal and daily weather patterns in the United Kingdom	I can keep a weather chart and answer questions about the weather I can name the seven continents. I can name the five world oceans. I can identify seasonal and daily weather patterns in the United Kingdom.	I can identify hot and cold areas of the world in relation to the equator and North and South Poles. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can identify seasonal and daily weather patterns in the United Kingdom.	**I have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.**
	Contextual Knowledge →			
Understanding **Pupils should understand basic subject-specific vocabulary relating to human and physical geography**	I can use some simple geographical vocabulary. I can describe places using geographical words. To 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.	I can explain how the weather changes throughout the year and name the seasons. To 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	I can explain some of the main things that are in hot and cold places. I can identify similarities and differences comparing an area in the UK with a contrasting non-European country – The Caribbean To 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	**I can show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.**
	Understanding →			
Geographical Enquiry **Pupils should begin to use geographical skills, including first-hand observation, to enhance their locational awareness.**	I can find where I live on a map and tell someone my address. I can study the geography of my school and my local area. To use simple fieldwork and observational skills to study the geography of Tilstock school and its grounds and the key human and physical features of its surrounding environment. I can use simple locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. I can use simple compass directions (NSEW) to describe the location of features and routes on a map.	To 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. I can use maps, atlases and globes to locate the five oceans of the world. I can use basic symbols in a simple key.	To 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 I can devise a simple map/route and construct basic symbols in a key. I can use maps, atlases and globes to locate the seven continents of the world.	**I am able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.**
	Geographical Enquiry →			
VOCABULARY	**Pupils should be taught to 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**			

Otter Class 2 year Rolling Geography Curriculum

A spiral approach to the geography curriculum revisits places, concepts and processes to support progression and secure learning for pupils, and help teachers with sequencing.
It is frequently acknowledged that geography benefits from a spiral approach to the curriculum, revisiting places, concepts and capabilities to build up pupils' depth of knowledge, understanding and skills, so enabling them to make progress. Our topic units are carefully planned, providing opportunities to develop pupils' learning guided by the aspects and dimensions of geography, and revisiting and building on previous learning in an engaging curriculum.
Year 3, Year 4

Geographic Cognition

Aspects of achievement in geography	Autumn Year A: Fire! Fire! Year B: Industrial Revolution	Spring Year A: Explorers Year B: Vikings	Summer Year A: mountains & hills Year B: Rivers & Rainforests	End of LKS2 Expectations
Contextual Knowledge **Increasing breadth and depth of world knowledge**	Through the study of natural disasters, pupils will be able to locate and identify places in the world where volcanoes or earthquakes occur I can locate places in the world where volcanoes occur.	**By studying famous explorers of the past, pupils will be able to 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** I can name some countries in the Northern and Southern Hemispheres and close to the Equator. I can identify the position of Prime/Greenwich Meridian. I can identify different time zones.	Through the studies of Mountains and Rivers, pupils will be able to **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** I can locate the major mountain ranges. I can name the major mountain ranges. I can locate famous mountains. I can name famous mountains. I can locate major world rivers. I can name major world rivers I can locate and label world biomes on a world map e.g. rainforest, temperate, ice deciduous forest, savannah, tundra, grassland, desert I can carry out research to discover key features of a biome.	I have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
	Contextual Knowledge →			
Understanding **Extending from familiar to unfamiliar, concrete to abstract. Organising and connecting ideas. Working with more complex information**	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 I can explain and understand the cause of earthquakes. I can explain and present the process that occurs before a volcanic eruption. I can use the correct vocabulary for each stage of the process of a volcanic eruption. I can explain how earthquakes and volcanoes affect human life.	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 I can describe the climate(s) surrounding the equator. I can state which photographs were taken close to the Equator and further away. I can explain the significance of longitude and latitude. I can explain the significance of the Tropic of Cancer and the Tropic of Capricorn.	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 I can describe key features of mountains. I can describe dangers associated with mountains. I can use the language of rivers I can explain and present the process of rivers. I can compare how a river has changed over time. I can explain why people are attracted to live by rivers. I can carry out research to discover the climate, animal and plant life, and living conditions surrounding the Arctic. I can compare (state similarities and differences) polar biome with	I can demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.
	Understanding →			
Geographical Enquiry **Increasing the range and accuracy of investigative skills. Applying these with increasing independence**	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use maps, atlases and digital/computer mapping to locate the equator and Northern and Southern Hemispheres. I can use maps, atlases and digital/computer mapping to find several countries in the Northern and Southern Hemispheres and close to the Equator. I can identify the position of Prime/Greenwich Meridian. I can identify different time zones.	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 I can use an atlas to build knowledge of the wider world. I can use symbols and a key on maps and O.S. maps to build knowledge of the wider world. I can use symbols and a key to build knowledge the wider world. I can use eight points of a compass to build knowledge of the wider world. I can use 4 figure grid references to build knowledge of the wider world. I can use 6 figure grid references to build knowledge of 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. I can use maps, atlases and digital/computer mapping to locate the Arctic and Antarctic Circles. I can use globes and world maps to identify the position of the Tropic of Cancer and the Tropic of Capricorn.	I am able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.
	Geographical Enquiry →			

Badger Class 2 year rolling Geography Curriculum

A spiral approach to the geography curriculum revisits places, concepts and processes to support progression and secure learning for pupils, and help teachers with sequencing.
It is frequently acknowledged that geography benefits from a spiral approach to the curriculum, revisiting places, concepts and capabilities to build up pupils' depth of knowledge, understanding and skills, so enabling them to make progress. Our topic units are carefully planned, providing opportunities to develop pupils' learning guided by the aspects and dimensions of geography, and revisiting and building on previous learning in an engaging curriculum.
Year 5, Year 6

Geographic Cognition

Aspects of achievement in geography	Autumn Year A: Farming & Fairtrade Year B: Earth & Space	Spring Year A: Oceans & Rivers The Amazon Year B: Journeys- The Romans	Summer Year A: Extreme habitats - The Desert and the Arctic. Year B: Local study- Salisbury, Shropshire Hills and Scara brae	End of UKS2 Expectations
Contextual Knowledge **Increasing breadth and depth of world knowledge**	I can 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 I can name different types of land use - rural, urban, greenbelt I can use maps, atlases, globes and digital/computer mapping to locate the major cities in Europe, including Russia. I can use maps to locate and name some of the counties and cities of the UK.	I can 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 I can use maps, atlases, globes and digital/computer mapping to locate countries in South America. I can use maps, atlases, globes and digital/computer mapping to locate the major cities in South America. I can find and label South America's environmental regions and key geographical features on a map. I can locate each of the countries that made up the Roman Empire.	I can 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 I can identify and name extreme habitats in the world and have knowledge of significant news events globally. I can compare the weather and climate of the Sahara Desert, the arctic and Antarctic, with that of my own area.	I have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
	Contextual Knowledge →			
Understanding **Extending from familiar to unfamiliar, concrete to abstract. Organising and connecting ideas. Working with more complex information**	I understand geographical similarities and differences through the study of human and physical geography of the Mayans and Shropshire I can describe and understand key aspects of types of land use. I can explain how people used land and compare this to present day. I can explain where electricity is generated in the UK I can explain how electricity is generated and distributed. I can explain where our food comes from. I understand the importance of conserving food, water and energy supplies. I can explain that access to natural resources varies in different countries.	I understand geographical similarities and differences through the study of human and physical geography of North and South America I can research and state physical aspects of a region in South America. (Weather, climate and landscape.) I can research and state human aspects of a region in South America. (Places) I can explain why settlements develop in certain locations. I can explain what settlers need. I can create a map of a settlement. I can state human and physical geographical similarities and differences between America and my own area.	I 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 I can compare the physical geography of extreme habitats. I can explain how coastal features are formed. (Erosion and deposition.) I can explain how a coastline has changed over time. I can identify the Shropshire Hills and their major features. I can compare land use in the south of the UK with with that of Shropshire I can compare the physical and human features of Wiltshire with those of Shropshire. I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes	I understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.
	Understanding →			
Geographical Enquiry **Increasing the range and accuracy of investigative skills. Applying these with increasing independence**	I can 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.	I can 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.	I can 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. I can use fieldwork skills to observe, measure and record human and physical features in .... using sketch maps, plans, graphs and digital technologies.	I am able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. I can express and explain their opinions, and recognise why others may have different points of view.
	Geographical Enquiry →			