

## **Geographical Knowledge: Overview – knowledge retention and enquiry skills development**

**Intent:** Our intention is deliver a Geography Curriculum that develops geographical subject knowledge and fieldwork skills alongside a curiosity and commitment for finding out about the World: on our doorstep, on our island and beyond. Geographical Knowledge means learning and retaining the key facts surrounding significant locations/ places, namely the human and physical geography of an area that will help build a pupil's 'cultural capital' concerning the wider world. Geographical Knowledge also means developing enquiry skills that enable pupils to examine and analyse local geography through the development of key fieldwork skills and practices. These two main elements are planned for carefully and teachers are expected to devise enquiry questions and activities that will deepen a child's understanding and learn tier two level vocabulary (see below). You will identify STEM links in our planning to illustrate where we will make purposeful links with maths, science or engineering, although writing at length is also a NC required skill (see below).

### **National Curriculum broad concepts:**

- Locational knowledge
- Place knowledge
- Human and physical geography

### **National Curriculum focus on Geographical and fieldwork enquiry skills needed to:**

- Collect, analyse and communicate with a range of data gathered through experience of fieldwork
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Info Services
- Communicate geographical information in a variety of ways, including through maps and writing at length

**'Expressive Curriculum' definitions:** Every subject at Milton Abbot School seeks to develop and further enhance every pupil's ability to communicate and express their opinions, based on evidence where appropriate and using correct/suitable language. We want our pupils to 'Speak Up, Speak Out and Speak Clearly' and this will require building a wide word bank that will be a strong foundation for their cultural capital.

**Note: Tier 2 words** are those that provide access to more complex topics and discussions outside of the everyday, eg relative, vary, frown, swoop, hesitate. **Tier 3 words** are those which are relevant for a specific subject or content area and what we would often call "topic words", eg lava, circumference, aorta, sarcophagus

**'Geographical Associaton'** – at the end of this overview are the principles of the Geographical Associaiton, which have supported our curriculum ethos and design.

## Geography Coverage quick-check: Key Stage 2

### Cycle A

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>3/4</b>	<p><u>Concept:</u> Earth from above – a wide view of the grand design!</p> <p><u>Coverage:</u> <b>Locating world countries</b> <b>Identifying earth’s key features</b></p>	<p><u>Concept:</u> The geography of Great Britain</p> <p><u>Coverage:</u> <b>Locational knowledge of Britain</b> (counties/cities/regions/ key topographical features) [Link to History]</p>	<p><u>Concept:</u> Natural resources and humans: Power of Water!</p> <p><u>Coverage:</u> Physical geography - water cycle Human geography distribution of natural resources water</p>
Termly ‘Wild Walk’	Key focus: Using an ordinance survey map Identifying trees/flowers/insects/fungi over time.	Key focus: Using the 8 points on a compass Revisit: Ordinance survey map skills (symbols)	Topographical features in the surrounding area: Tors & hills. Revisit all map and compass skills.
<b>5/6</b>	<p><u>Concept:</u> Earth from above – zooming in for a closer look!</p> <p><u>Coverage:</u> <b>Physical geography</b>, including: climate zones, biomes and vegetation belts.</p>	<p><u>Concept:</u> The geography of Great Britain</p> <p><u>Coverage:</u> <b>Place knowledge of Britain</b> and beyond: comparing a region in Britain with a region in <b>Europe</b>. [Link to History]</p>	<p><u>Concept:</u> Natural resources and humans: Economics</p> <p><u>Coverage:</u> Human geography (types of settlement, economic activity and the distribution of natural resources)</p>
Termly ‘Countryside stewardship project’	Key focus: Using an ordinance survey map Identifying trees/flowers/insects/fungi over time.	Key focus: Using the 8 points on a compass Revisit: Ordinance survey map skills (symbols)	Topographical features in the surrounding area: Revisit all map and compass skills. Environmental impact of the farms actions. Bird identification and count.
<p><b>Fieldwork Skills Objectives (NC):</b> These are interwoven throughout and are further enriched during termly ‘Wild Walks’ (LK2) and the ‘Countryside Stewardship Project’ (UK2).</p> <p>Teachers are expected to keep assessment notes of these objectives during fieldwork and skills activities throughout the year. They are expected to capture evidence in a wide variety of ways and not everything should be in written or printed book form.</p>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul>	

## Quick-check – Progression of Geographical Enquiry Skills: Cycle A

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>3/4</b>	<p><b>Skills Process:</b> Begin to locate places on maps of different scales. Begin to compare human characteristics with natural resources and physical features.</p> <p>Begin to ask and 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</p>	<p><b>Skills Process:</b> Learning to compare different physical and human features. Making a map using <u>key/symbols</u> and labels to inform others of key facts.</p> <p>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.</p>	<p><b>Skills Process:</b> Learning to create a narrative to explain geographical processes. Learning to discuss human impact and to debate different views. Learning to present evidence and facts in a clear, illustrative and engaging manner.</p> <p>Begin to draw a sketch map from a high view point.</p>
<b>5/6</b>	<p><b>Skills Process:</b> More confidently and rapidly locate places on maps of different scales. Begin to compare human characteristics with natural resources and physical features.</p> <p>Suggest increasingly complex questions for investigating Begin to use primary and secondary sources of evidence in their investigations.</p>	<p><b>Skills Process:</b> Learning to compare different physical and human features with greater clarity and selection of relevant material. Making a map using <u>key/symbols</u> and labels to inform others of key facts.</p> <p>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. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</p>	<p><b>Skills Process:</b> Learning to create a detailed narrative based on first hand evidence (visit) to explain geographical processes, including photographic evidence with captions. Learning to discuss human impact and to richly debate different views. Learning to present evidence and facts in a clear, illustrative and engaging manner.</p> <p>Draw a plan view map with some accuracy linking to economic activity.</p>

## Geography Coverage quick-check: Key Stage 2

### Cycle B

	Autumn term	Spring term	Summer term
3 /4	<p><u>Concept:</u> Earth from above – a wide view of the grand design!</p> <p><u>Coverage:</u> Securing knowledge of... <b>Locating world countries</b> <b>Identifying earth’s key features</b></p>	<p><u>Concept:</u> The geography of Great Britain</p> <p><u>Coverage:</u> <b>Locational knowledge of Britain</b> (how land use patterns and features have changed over time) [Link to History]</p>	<p><u>Concept:</u> Natural resources and humans: Power of Water (focus on flooding)</p> <p><u>Coverage:</u> Physical geography – rivers and coasts Human geography distribution of natural resources</p>
Termly ‘Wild Walk’	Key focus: Using an ordnance survey map Identifying trees/flowers/insects/fungi over time.	Key focus: Using the 8 points on a compass Revisit: Ordnance survey map skills (symbols)	Topographical features in the surrounding area: Tors & hills. Revisit all map and compass skills.
5 /6	<p><u>Concept:</u> Earth from above – zooming in for a closer look!</p> <p><u>Coverage:</u> <b>Physical geography</b>, including: volcanoes, earthquakes and mountains</p>	<p><u>Concept:</u> The geography of Great Britain</p> <p><u>Coverage:</u> <b>Place knowledge of Britain</b> and beyond: comparing a region in Britain with a region in <b>South America</b>.</p>	<p><u>Concept:</u> Natural resources and humans: How renewable is energy? (wind, solar, tidal)</p> <p><u>Coverage:</u> Human geography (types of settlement, economic activity and the distribution of natural resources: food and energy)</p>
Termly ‘Countryside stewardship project’	Key focus: Using an ordnance survey map Identifying trees/flowers/insects/fungi over time.	Key focus: Using the 8 points on a compass Revisit: Ordnance survey map skills (symbols)	Topographical features in the surrounding area: Revisit all map and compass skills. Environmental impact of the farms actions. Bird identification and count.
<p><b>Fieldwork Skills Objectives (NC):</b> These are interwoven throughout and are further enriched during termly ‘Wild Walks’ (LK2) and the ‘Countryside Stewardship Project’ (UK2).</p> <p>Teachers are expected to keep assessment notes of these objectives during fieldwork and skills activities throughout the year. They are expected to capture evidence in a wide variety of ways and not everything should be in written or printed book form.</p>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul>	

## Quick-check – Progression of Geographical Enquiry Skills: Cycle B

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>3/4</b>	<p><b>Skills Process:</b> More confidently locate places on maps of different scales and compare human characteristics with natural resources and physical features with increasingly closer observations and more sophisticated vocabulary.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p>	<p><b>Skills Process:</b> Learning to identify patterns and trends presented to them. To draw conclusions from evidence given when explaining changes in geographical aspects. This is a great sequence to consider different forms of evidence.</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</p>	<p><b>Skills Process:</b> Learning to complete a diagram to represent information – diagrams of the river system and a coastline. Use digital technology to present the journey of a river, such as Powerpoint or digital tech.</p> <p>Confidently draw a sketch map from a high view point with increasing speed and accuracy.</p>
<b>5/6</b>	<p><b>Skills Process:</b> Securely locate places on maps of different scales, comparing features with confidence and accuracy. Linking cause and effect using ‘so’ or ‘because’ to analyse and explain their research and evaluate the impact: how does living near a volcano effect your daily life? What is the consequences of an earthquake? <b>Know the name of different scientific roles and how they measure volcanoes, earthquakes, etc</b></p> <p>Pupils answer their own enquiry questions by investigating. Use primary and secondary sources of evidence in their investigations, knowing the limitation of both: what can you tell from a photograph of Antarctica? Africa?</p>	<p><b>Skills Process:</b> Learning to map a route from one region to another: what are the different ways to reach South America from the UK? What transport, possible costs, borders, etc. will you require/meet?</p> <p>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. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</p>	<p><b>Skills Process:</b> Exploring the role of the Expert and comparing their views, as well as a consideration of the views of others (Greenpeace, politicians). Further developing the ability to create a well-structured narrative of the need for renewable energy or not based on relevant evidence. Learning to discuss human impact and present evidence before an audience. Describe the future using current evidence and encouraging pupils to design a method for using renewable energy.</p> <p>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 Draw a plan view map accurately</p>

## Geography A: Subject Knowledge

**A useful definition:** Geography is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected these, including the distribution of populations and resources and political and economic activities

In every Geography lesson, pupils should be taught to...				
Use GEOGRAPHICAL VOCABULARY to draw similarities and differences between locations...		Develop a secure LOCATIONAL knowledge of where countries and regions are on a map in relation to Britain...		Establish observation, measuring and description skills which they can take to the field when appropriate...
Year group Year 3 / 4	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
	<p><b>Autumn term (A): Earth from above!</b> This sequence requires pupils to identify the physical features and arrangements of the earth. The pupils should gain a wide view of how the earth consists of land and water; that the land is organized into countries and these are different depending upon where they lie in relation to the equator – different zones and hemispheres experience different climates, seasons and time...</p> <p><i>This will be revisited in Cycle B and pupils will have the chance to go deeper on these features and countries.</i></p>	<p><b>Locational knowledge:</b> 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 <b>major</b> cities.</p> <p><b>Locational knowledge:</b> 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).</p>	<p><b>Skills Process:</b> Begin to locate places on maps of different scales. Begin to compare human characteristics with natural resources and physical features.</p> <p>Begin to ask and 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</p>	<p><b>Wild Walk:</b> Each term the pupils will explore the local area and revisit the same place each term, learning to look closely at the geographical features surrounding them, observing, measuring and recording what they see in a range of different ways.</p> <p><b>Key focus: Using an ordinance survey map.</b></p> <p><b>Tree identification skills.</b></p>
	<p><b>Key vocabulary (Tier 2):</b> <b>Significance</b> - the quality of being worthy of attention; importance. <b>Environmental</b> - Zones -  Biomes</p>	<p><b>Key vocabulary (Tier 2):</b> <b>seasonal</b> - relating to or characteristic of a particular season of the year. <b>settlement</b> - places people live such as villages and towns; ranging in size. <b>hemisphere</b> - <b>kingdom</b> – ruled by a king or queen.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Analyse</b> -to separate into parts for close study; examine and explain. <b>Verify</b> - make sure or demonstrate that (something) is true, accurate, or justified. <b>Logical</b> – clear, sound reasoning</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Geographical</b> -  <b>Observation</b> -X</p>

Year group Year 3 / 4	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
	<p><b>Spring term (A): The geography of Great Britain</b> With a good grasp from the Autumn term of where Britain is and what type of climate it experiences, the pupils take a closer look at how Britain is arranged and what physical features exist, where and why?</p>	<p><b>Locational knowledge:</b> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, <b>key</b> topographical features (including hills, mountains, coasts and rivers).</p>	<p><b>Skills Process:</b> Learning to compare different physical and human features. Making a map using <u>key/symbols</u> and labels to inform others of key facts. 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.</p>	<p>Wild Walk: see above. How has the environment changed? Refer back to your data and observations and compare. Can you explain any changes? <b>Key focus: Using a compass.</b>  <b>Tree identification skills.</b></p>
	<p><b>Key vocabulary (Tier 2):</b></p>	<p><b>Key vocabulary (Tier 2):</b> <b>Empire</b> - an extensive group of states or countries ruled over by a single monarch/oligarchy/sovereign state. <b>Power</b> – the military strength of a state.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Evidence</b>- Scientists use the empirical method so that their results can be verified. <b>Summary</b> - a short and usually comprehensive statement of what has been previously stated.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>sequence</b>-the order in which things follow one another. Classes at our school follow the same sequence every day. <b>series</b>-a group of similar things that come one after another.</p>
	<p><b>Summer term (A): Natural resources and humans – The Power of Water!</b> This sequence is designed to look at human geography and the impact humans have on the earth – the positive harnessing of natural resources and the negative damage of human waste and over-consumption, etc. This will focus on the water cycle and the importance of this on humans, including how we use dams and reservoirs to preserve it but do we waste it?</p>	<p><b>Human and physical geography:</b> To describe and understand key aspects of the water cycle and the distribution of natural resources (water).  Consider: lakes/lochs, rivers, streams, waterfalls...</p>	<p><b>Skills Process:</b> Learning to create a narrative to explain geographical processes. Learning to discuss human impact and to debate different views. Learning to present evidence and facts in a clear, illustrative and engaging manner. Begin to draw a sketch map from a high view point.</p>	<p>Wild Walk: see above. How has the environment changed? Refer back to your data and observations and compare. Can you explain any changes? <b>Key focus: Using fieldwork skills to explore and collect data from local topographical features, incl. tors and hills.</b> <b>Tree identification skills.</b></p>
	<p><b>Key vocabulary (Tier 2):</b> <b>Civilisation</b> - the process by which a society or place reaches an advanced stage of social and cultural development and organization. <b>Influence</b> - the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Similar</b> - being almost the same as something else. Lee's handwriting is similar to mine. <b>Sophisticated</b> - having or showing a lot of knowledge or experience; not ignorant or simple.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Empirical</b> - based on or verifiable by experience or experiment, rather than on or by theory. Claims for the effectiveness of the drug are based on empirical... <b>select</b>-to choose; pick. Please select the song you would like to play.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>simultaneous</b>-existing, happening, or done at the same time. The gymnasts all did a simultaneous flip. <b>precede</b>-to come before in time. The movie was preceded by several ads for other movies.</p>

## Geography B: Subject Knowledge

**A useful definition:** Geography is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected these, including the distribution of populations and resources and political and economic activities

In every Geography lesson, pupils should be taught to...				
Use GEOGRAPHICAL VOCABULARY to draw similarities and differences between locations...		Develop a secure LOCATIONAL knowledge of where countries and regions are on a map in relation to Britain...		Establish observation, measuring and description skills which they can take to the field when appropriate...
Year group Year 3 / 4	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
<p><b>Autumn term (B): Earth from above!</b> This sequence revisits the key physical features and arrangements of the earth from Cycle A to allow re-teaching for the memory and to allow pupils to go deeper.</p>		<p><b>Locational knowledge:</b> 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 <b>major</b> cities.</p>	<p><b>Skills Process:</b> More confidently locate places on maps of different scales and compare human characteristics with natural resources and physical features with increasingly closer observations and more sophisticated vocabulary.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p>	<p><b>Wild Walk:</b> Each term the pupils will explore the local area and revisit the same place each term, learning to look closely at the geographical features surrounding them, observing, measuring and recording what they see in a range of different ways. <b>Key focus: Using an ordnance survey map. Cycle B will visit a different area to Cycle A. Wild flower identification skills to be a focus.</b></p>
		<p><b>Locational knowledge:</b> 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).</p>		
<p><b>Key vocabulary (Tier 2):</b> <b>Significance</b> - the quality of being worthy of attention; importance. <b>Environmental</b> - Zones -  Biomes</p>		<p><b>Key vocabulary (Tier 2):</b> <b>seasonal</b> - relating to or characteristic of a particular season of the year. <b>settlement</b> - places people live such as villages and towns; ranging in size. <b>hemisphere</b> - <b>kingdom</b> – ruled by a king or queen.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Analyse</b> -to separate into parts for close study; examine and explain. <b>Verify</b> - make sure or demonstrate that (something) is true, accurate, or justified.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Geographical</b> -  <b>Observation</b> -X</p>

Year group Year 3 / 4	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
	<p><b>Spring term (B): The geography of Great Britain</b></p> <p>This sequence should begin with a ‘quiz’ to assess what pupils have retained from Cycle A. It then moves onto to reconsider the way Britain is ‘geographically organised’ as a country into urban and rural counties, regions, villages, towns, cities and ports. Cycle B looks at landmarks and topographical features in more detail and considers changes to these aspects over time.</p>	<p><b>Locational knowledge:</b> To explore key topographical features (including hills, mountains, coasts and rivers), concentrating on land-use patterns; <b>and understand how some of these aspects have changed over time.</b></p> <p><b>Maths link: present the children with data trends</b></p>	<p><b>Skills Process:</b> Learning to identify patterns and trends presented to them. To draw conclusions from evidence given when explaining changes in geographical aspects. This is a great sequence to consider different forms of evidence.</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Wild Walk: see above. How has the environment changed? Refer back to your data and observations and compare. Can you explain any changes?</p> <p><b>Key focus: Using a compass - re-teach skills.</b></p> <p><b>Wild flower identification skills to be a focus.</b></p>
	<p><b>Key vocabulary (Tier 2):</b></p>	<p><b>Key vocabulary (Tier 2):</b> <b>Empire</b> - an extensive group of states or countries ruled over by a single monarch/ oligarchy/sovereign state. <b>Power</b> – the military strength of a state.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Evidence</b>- Scientists use the empirical method so that their results can be verified. <b>Summary</b> - a short and usually comprehensive statement of what has been previously stated.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>sequence</b>-the order in which things follow one another. Classes at our school follow the same sequence every day. <b>series</b>-a group of similar things that come one after another.</p>
Year group Year 3 / 4	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
	<p><b>Summer term (B): Natural resources and humans – Power of water (flooding)</b></p> <p>This sequence looks at further aspects of physical geography and how humans have ‘harnessed’ it over time – with the focus on rivers, their physical features and how they act as a human resource; pupils will look at the reason for flooding and discuss what can be done to protect humans from such disaster – or are the humans to blame? Pupils will consider changes over time and the impact of humans upon it. A study of coasts could also include the fishing industry and how this has</p>	<p><b>Human and physical geography:</b> To describe and understand key aspects of rivers and coasts and the distribution of natural resources (rocks and minerals). What are the benefits or not of Britain being an island? We have a coastline all the way around – in geographical terms explore what this means for humans.</p>	<p><b>Skills Process:</b> Learning to complete a diagram to represent information – diagrams of the river system and a coastline. Use digital technology to present the journey of a river, such as Powerpoint or digital tech.</p> <p>Confidently draw a sketch map from a high view point with increasing speed and accuracy.</p>	<p>Wild Walk: see above. How has the environment changed? Refer back to your data and observations and compare. Can you explain any changes?</p> <p><b>Key focus: Using fieldwork skills to explore and collect data from local topographical features, incl. rivers and coastline.</b></p> <p><b>Flower identification skills</b></p>

<p>changed over time due to human growth and impact.</p>			
<p><b>Key vocabulary (Tier 2):</b>  <b>Civilisation</b> - the process by which a society or place reaches an advanced stage of social and cultural development and organization.  <b>Influence</b> - the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.</p>	<p><b>Key vocabulary (Tier 2):</b>  <b>Similar</b> - being almost the same as something else. Lee's handwriting is similar to mine.  <b>Sophisticated</b> - having or showing a lot of knowledge or experience; not ignorant or simple.  <b>Construct</b> - to build; put together. They constructed the garage in three days.</p>	<p><b>Key vocabulary (Tier 2):</b>  <b>Empirical</b> - based on or verifiable by experience or experiment, rather than on or by theory. Claims for the effectiveness of the drug are based on empirical...</p>	<p><b>Key vocabulary (Tier 2):</b>  <b>simultaneous</b>-existing, happening, or done at the same time. The gymnasts all did a simultaneous flip.  <b>precede</b>-to come before in time..</p>

## Geography A: Subject Knowledge

**A useful definition:** Geography is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected these, including the distribution of populations and resources and political and economic activities

In every Geography lesson, pupils should be taught to...				
Use GEOGRAPHICAL VOCABULARY to draw similarities and differences between locations...		Develop a secure LOCATIONAL knowledge of where countries and regions are on a map in relation to Britain...		Establish observation, measuring and description skills which they can take to the field when appropriate...
Year group Year 5 / 6	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
<p><b>Autumn term (A): Earth from above...zooming in for a closer look!</b> Building on the schema and vocabulary of this concept in LKS2, pupils will continue to have a confident 'big picture' of the physical features and arrangements of the earth. In UKS2, pupils will look in more detail at the physical features and the focus will be on applying more sophisticated language and explanations to describe the formation and phenomena: see NC objectives for particular focus. <i>This will be revisited in Cycle B and pupils will have the chance to go deeper on such features and locate further countries/landmarks/cities.</i></p>		<p><b>Physical Geography:</b> to know what climate zones, biomes and vegetation belts are and where they can be located and why.</p> <p><b>Locational knowledge:</b> Concentrating on environmental regions and the key physical and human characteristics linked to the objective above.</p>	<p><b>Skills Process:</b> More confidently and rapidly locate places on maps of different scales. Begin to compare human characteristics with natural resources and physical features.</p> <p>Suggest increasingly complex questions for investigating Begin to use primary and secondary sources of evidence in their investigations.</p>	<p><b>Countryside Stewardship Project:</b> Each term the pupils will explore a local farm, learning to look closely at the geographical features surrounding them, observing, measuring and recording what they see in a range of different ways. <i>Maths link: data collection could link to bird counts, noise readings, etc.</i> <b>Key focus: Using an ordnance survey map.</b> <b>Insect identification skills.</b></p>
<p><b>Key vocabulary (Tier 2):</b> <b>Significance</b> - the quality of being worthy of attention; importance. <b>Environmental</b> - Zones -  Biomes</p>		<p><b>Key vocabulary (Tier 2):</b> <b>seasonal</b> - relating to or characteristic of a particular season of the year. <b>settlement</b> - places people live such as villages and towns; ranging in size. <b>hemisphere</b> - <b>kingdom</b> – ruled by a king or queen.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Analyse</b> -to separate into parts for close study; examine and explain. <b>Verify</b> - make sure or demonstrate that (something) is true, accurate, or justified. <b>Logical</b> – clear, sound reasoning</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Geographical</b> -  <b>Observation</b> -X</p>

Year group Year 5 / 6	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
	<p><b>Spring term (A): The geography of Great Britain</b> Building on the schema and vocabulary begun in LKS2, pupils will use their knowledge of Britain to compare with another region as they seek to develop place knowledge. Pupils will be taught to investigate the regions in focus, to discover human and physical features through a range of evidence and resources.</p> <p><b>Visit: A visit to a city, such as Plymouth or Bristol will present an opportunity to collect firsthand evidence to compare with another region.</b></p> <p><b>Global links: Pupils could become digital pen-pals with a city in a European region.</b></p>	<p><b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a <b>European country</b>.</p>	<p><b>Skills Process:</b> Learning to compare different physical and human features with greater clarity and selection of relevant material. Making a map using <u>key/symbols</u> and labels to inform others of key facts.</p> <p>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. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</p>	<p><b>Countryside Stewardship Project:</b> Each term the pupils will explore a local farm, learning to look closely at the geographical features surrounding them, observing, measuring and recording what they see in a range of different ways. <b>Maths link: data collection could link to insect counts, noise readings, etc.</b> <b>Key focus: Using an ordinance survey map. Insect identification skills.</b></p>
	<p><b>Key vocabulary (Tier 2):</b></p>	<p><b>Key vocabulary (Tier 2):</b> <b>Empire</b> - an extensive group of states or countries ruled over by a single monarch/ oligarchy/sovereign state. <b>Power</b> – the military strength of a state.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Evidence-</b> Scientists use the empirical method so that their results can be verified. <b>Summary</b> - a short and usually comprehensive statement of what has been previously stated.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>sequence-</b>the order in which things follow one another. Classes at our school follow the same sequence every day. <b>series-</b>a group of similar things that come one after another.</p>
Year group Year 5 / 6	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
	<p><b>Summer term (A): Natural resources and humans – Economics and trade links</b> This sequence is designed to look at human geography and the impact humans have on the earth – the positive harnessing of natural resources and the negative damage of human pollution. This sequence will build on previous schema to explore economic activities and trade links of human geography. This will include an exploration of local links before going national</p>	<p><b>Human and physical geography:</b> types of settlement and land use, economic activity including trade links.</p> <p><b>Maths link: data collection could link to traffic counts, noise readings, etc.</b></p>	<p><b>Skills Process:</b> Learning to create a detailed narrative based on first hand evidence (visit) to explain geographical processes, including photographic evidence with captions. Learning to discuss human impact and to richly debate different views. Learning to present evidence and facts in a clear, illustrative and engaging manner.</p>	<p><b>Countryside Stewardship Project:</b> Each term the pupils will explore a local farm, learning to look closely at the geographical features surrounding them, observing, measuring and recording what they see in a range of different ways. <b>Maths link: data collection could</b></p>

<p>and comparing with an international region, such as China. Pupils will debate the issue of pollution, including our 'carbon footprint', etc.  <b>Visit: Pupils to visit local area, including council town planners.</b></p>		<p>Draw a plan view map with some accuracy linking to economic activity.</p>	<p>link to traffic counts, noise readings, etc.  <b>Key focus: Using an ordinance survey map.</b>  <b>Insect identification skills.</b></p>
<p><b>Key vocabulary (Tier 2):</b></p>			

**Note: 'Expressive Curriculum' definitions: Tier 2 words** are those that provide access to more complex topics and discussions outside of the everyday, eg relative, vary, frown, swoop, hesitate. **Tier 3 words** are those which are relevant for a specific subject or content area and what we would often call "topic words", eg lava, circumference, aorta, sarcophagus

## Geography B: Subject Knowledge

**A useful definition:** Geography is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected these, including the distribution of populations and resources and political and economic activities

In every Geography lesson, pupils should be taught to...				
Use GEOGRAPHICAL VOCABULARY to draw similarities and differences between locations...		Develop a secure LOCATIONAL knowledge of where countries and regions are on a map in relation to Britain...		Establish observation, measuring and description skills which they can take to the field when appropriate...
Year group	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
Year 5 / 6	<p><b>Autumn term (B): Earth from above...zooming in for a closer look!</b> Building on the schema and vocabulary of this concept in Cycle A, pupils will continue to develop a secure mental picture of the physical features and arrangements of the earth. In UKS2, pupils will look in more detail at the physical features and the focus will be on applying more sophisticated language and explanations to describe the formation and phenomena: <i>see NC objectives(adj) for particular focus.</i></p>	<p><b>Physical Geography:</b> to know what mountains, earthquakes and volcanoes are and where they can be located and why.</p> <p><b>Locational knowledge:</b> Concentrating on environmental regions and the key physical and human characteristics linked to the objective above (are there volcanoes in Britain? Why not? Has there ever been an earthquake in Antarctica? etc.).</p>	<p><b>Skills Process:</b> Securely locate places on maps of different scales, comparing features with confidence and accuracy. Linking cause and effect using ‘so’ or ‘because’ to analyse and explain their research and evaluate the impact: how does living near a volcano effect your daily life? What is the consequences of an earthquake? Know the name of different scientific roles and how they measure volcanoes, earthquakes, etc</p> <p>Pupils answer their own enquiry questions by investigating. Use primary and secondary sources of evidence in their investigations, knowing the limitation of both: what can you tell from a photograph of Antarctica? Africa?</p>	<p><b>Countryside Stewardship Project:</b> Each term the pupils will explore a local farm, learning to look closely at the geographical features surrounding them, observing, measuring and recording what they see in a range of different ways. <b>Maths link:</b> data collection could link to bird counts, noise readings, etc. <b>Key focus:</b> Using an ordinance survey map. <b>Insect identification skills.</b></p>
	<p><b>Key vocabulary (Tier 2):</b> <b>Significance</b> - the quality of being worthy of attention; importance. <b>Environmental</b> - Zones -  Biomes</p>	<p><b>Key vocabulary (Tier 2):</b> <b>seasonal</b> - relating to or characteristic of a particular season of the year. <b>settlement</b> - places people live such as villages and towns; ranging in size. <b>hemisphere</b> - <b>kingdom</b> – ruled by a king or queen.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Analyse</b> -to separate into parts for close study; examine and explain. <b>Verify</b> - make sure or demonstrate that (something) is true, accurate, or justified. <b>Logical</b> – clear, sound reasoning</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Geographical</b> -  <b>Observation</b> -X</p>

Year group Year 5 / 6	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
	<p><b>Spring term (B): The geography of Great Britain</b> Building on the schema and vocabulary of Cycle A, pupils will use their knowledge of Britain to compare with another region (this time from South America) as they seek to develop their place knowledge. Pupils will continue to be taught how to effectively investigate the regions in focus, to discover human and physical features through a widening and deepening range of evidence and resources.</p>	<p><b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of another region (different from Cycle A) of the United Kingdom and a region in <b>South America</b>.</p>	<p><b>Skills Process:</b> Learning to map a route from one region to another: what are the different ways to reach South America from the UK? What transport, possible costs, borders, etc. will you require/meet?</p> <p>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. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</p>	<p><b>Countryside Stewardship Project:</b> See above. What changes are evident? What impact is the farmer's actions having on the countryside? <b>Maths link:</b> data collection could link to insect counts, noise readings, etc. <b>Key focus:</b> Using an ordinance survey map. <b>Insect identification skills.</b></p>
	<p><b>Key vocabulary (Tier 2):</b></p>	<p><b>Key vocabulary (Tier 2):</b> <b>Empire</b> - an extensive group of states or countries ruled over by a single monarch/ oligarchy/sovereign state. <b>Power</b> – the military strength of a state. <b>Key vocabulary (Tier 2):</b> <b>Invasion</b> - an instance of invading a country or region with an armed force; an intrusion to another domain.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>Evidence-</b> Scientists use the empirical method so that their results can be verified. <b>Summary</b> - a short and usually comprehensive statement of what has been previously stated.</p>	<p><b>Key vocabulary (Tier 2):</b> <b>sequence-</b>the order in which things follow one another. Classes at our school follow the same sequence every day. <b>series-</b>a group of similar things that come one after another.</p>
Year group Year 5 / 6	Key concepts	Key curriculum objectives	Key geographical skills	Fieldwork enrichment
	<p><b>Summer term (B): Natural resources and humans – How renewable is energy?</b> This sequence is designed to look at ‘future geography’ as experts report the demands of human geography takes its toll on the earth. The pupils will discover the different demands on energy, including a consideration of the mining carried out in Devon and Cornwall. They will compare the methods of coal vs renewable types of energy now being used to generate electricity.</p>	<p><b>Human and physical geography:</b> types of settlement and land use, including energy and minerals.</p> <p><b>STEM link:</b> pupils can create circuits using solar power or wind power to see how they can design their own use for this form of renewable energy.</p>	<p><b>Skills Process:</b> Exploring the role of the Expert and comparing their views, as well as a consideration of the views of others (Greenpeace, politicians). Further developing the ability to create a well-structured narrative of the need for renewable energy or not based on relevant evidence. Learning to discuss human impact and present evidence before an audience. Describe the future</p>	<p><b>Countryside Stewardship Project:</b> See above. Consider actions for next academic year to further improve the sustainability of farming. <b>Maths link:</b> data collection could link to traffic counts, noise readings, etc. <b>Key focus:</b> Using an ordinance survey map.</p>

<p>Pupils will debate the issue of pollution vs renewable energies (wind, solar, tidal...), including that found in the local area.  <b>Visit: Pupils to visit Exeter recycling plant and how it is using energy in a positive way.</b></p>		<p>using current evidence and encouraging pupils to design a method for using renewable energy.          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          Draw a plan view map accurately</p>	<p><b>Fungi identification skills and relevant dangers.</b></p>
<p><b>Key vocabulary (Tier 2):</b></p>			

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## Principles for Progression in Geography as recommended by the Geographical Association



Geography is a subject packed with excitement and dynamism that synthesises aspects of the world and helps us to better understand its people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.

1. Geography is an **enquiry led subject** that seeks answers to fundamental questions (see below for GA examples)
2. Start with vocabulary, as Geography draws on its vast range of vocabulary to identify and name places, the features within them and the human and physical processes at work there.
3. Core vocabulary knowledge provides the building blocks of deeper explanation and understanding; providing entry points to geographical conversations about the world.
4. Know that Geography is more than just core knowledge. Places are dynamic and often space is perceived, used and contested by people in many different ways.
5. Learn to express views based on evidence as Geography seeks to understand how different views, values and perspectives influence and affect places and environments at different scales.
6. Look for patterns and trends to help explain why places are changing, how they are interconnected and why patterns of inequality exist at both local and global scales.
7. Always remember that Geography deals with the 'here and 'now' of real life and as such, is a vital 'living' subject that contributes to and enhances the wider curriculum.
8. Make meaningful cross-curricular links because although geography can be taught alone, it also offers meaningful contexts for high- quality cross - curricular work

**Milton Abbot School: Consistency of planning and teaching these core principles will help our pupils make strong progress. As will leading with questions rather than rushing to an answer.**

### Enquiry questions might look like:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?
- It is also imperative that a geographer doesn't just answer questions but also asks and debates them:
- What could/should the world be like in the future?
- What can we do to influence change?

When reviewing the impact of our principles and practice, the below diagrams from the Geographical Association may prove useful:

