

# Geography Long Term Plan 2024-25

## Archbishop Runcie CE First School



### Vision

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with **Love and Determination**.

### Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

### Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of **Love and Determination** are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

***Be courageous; be strong.***

***Do everything in love.***

1 Corinthians 16:13-14

# Geography

Intent	Implementation	Impact and Next Steps
<p><b>We first and foremost teach within the breadth and ambition of the national Curriculum for geography which aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>are competent in the geographical skills needed to:           <ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul> <p><b>Through the National Curriculum objectives, we aim to develop essential characteristics of Geographers:</b></p> <ul style="list-style-type: none"> <li>An excellent knowledge of where places are and what they are like.</li> </ul>	<p>In Early Years:</p> <ul style="list-style-type: none"> <li>Children are introduced to Geography by examining places both near and far away.</li> <li>Their Geography is progressively planned so that they can be geographers of places they know well and then discover about places that are very different to them.</li> <li>The EYFS staff know what is in the curriculum in KS1 and plan to ready children for it.</li> <li>Children engage in fieldwork in their local area.</li> <li>Children are given maps of places further away and, by Reception summer term, begin to use the same maps used in KS1.</li> <li>Children are taught explicit Geography, and told they are being taught Geography, in the summer term of Reception term as part of their preparation for Year 1.</li> </ul> <p>Explicit Geography teaching is mapped out across EYFS, Key Stage 1 and Key Stage 2.</p> <p>We alternate between the Geography based unit and a Historical based unit each half-term. Where there are links, teachers exploit these to make knowledge 'stick'.</p> <p>Across KS1&amp;2, children are given opportunities to carry out Geographical fieldwork.</p> <p>Geography is planned based on specific geographical concepts meeting with specific national curriculum-based studies.</p> <p>Problem solving and reasoning is planned for to allow children to apply their geographical knowledge. This is in the form of "Use Your Head" tasks such as "Good idea or not" etc.</p> <p>Teachers use Knowledge Organisers which detail what knowledge children are expected to have gained by the end of a unit of work – these also act as aide memoires to the children when reflecting through their work. This also acts as a sequence of learning, which teachers use to plan: however, teachers assess their children before, during and after lessons to ensure that end points can be reached and that knowledge is applied not merely within a half-term topic but longer term.</p>	<ul style="list-style-type: none"> <li>Children have a true love of Geography and see themselves as geographers</li> <li>Children have an improved knowledge of the local area (Evidence: Teacher annotations on planning &amp; assessment info)</li> <li>Levels of attainment are high (Evidence: End of unit assessments &amp; marking)</li> <li>Children are now able to talk about their learning in Geography (rather than "topic")</li> <li>Opportunities for teaching Geographical knowledge have increased significantly (formally &amp; informally)</li> <li>Geography is very evident around school; all classrooms have an information station and each KS has a Geography area to support learning</li> <li>A range of maps are displayed and discussed to support children's knowledge of places</li> <li>Staff are more confident in teaching Geography and in their own knowledge (Evidence: staff questionnaire)</li> </ul>

<ul style="list-style-type: none"> <li>• An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.</li> <li>• An extensive base of geographical knowledge and vocabulary.</li> <li>• Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.</li> <li>• The ability to reach clear conclusions and develop a reasoned argument to explain findings.</li> <li>• Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.</li> <li>• Highly developed and frequently utilised fieldwork and other geographical skills and techniques.</li> <li>• A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.</li> <li>• The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.</li> </ul> <p><b>Within our local context:</b></p> <ul style="list-style-type: none"> <li>• Celebrating our locality where relevant and contextualising where possible to children's experiences before expanding.</li> <li>• Using the many varied opportunities in our local area to give the children meaningful educational experiences through trips and visitors at least once a half term, directly linked to what the children are learning.</li> <li>• Understanding the high potential of our children and the need to stretch and challenge consistently, particularly for higher-attaining pupils.</li> <li>• Having high expectations of all written work and using opportunities for cross-curricular writing as per both external and internal scrutiny.</li> <li>• Preparing children for middle school and beyond through cluster-level ties and very high expectations of geographical skill.</li> </ul>	<p>Knowledge organisers also show key vocabulary – it is of the most upmost that relevant, challenging vocabulary is used accurately and well. We display these in classrooms.</p> <p>Knowledge organisers demonstrate the sequence of substantive knowledge that is required in order to deepen procedural knowledge. This information is presented to teachers to aid planning through this document.</p> <p>High priority is placed on visits and visitors. Good use is made of local sites (e.g. Tyne River Cruise/Newcastle Castle, Gosforth Central Park, as well as the history of the wider North East including Roman occupation).</p> <p>In addition, EYFS has a range of weather boxes and use their outdoor space to draw geographical associations at progressively different levels that KS1 and 2 build upon within their geography curriculum. Beyond EYFS, the school grounds are used to promote Geographical learning e.g. playground markings, school field, school garden and a small wooded area including a fire pit and small “allotment”.</p> <p>Whilst some geographical issues can be planned for and discussed as part of lessons themselves, topical issues are frequently discussed and KS2 children use current issues in the news as discussion points (e.g. environmental issues, sudden weather problems, epidemics etc.).</p> <p>As a Christian school, we place an emphasis on being stewards of God's earth – this means small steps on an everyday basis, such as being more environmentally aware (e.g. recycling, composting, turning off lights, saving water) whilst also considering wider issues (e.g. decline of rainforests) as both geographical and moral issues, linked to our school and church ethos.</p> <p>There are other aspects which are not kept purely within Geography lessons – directional work is taught progressively in a cross-curricular manner where the opportunity arises.</p> <p>The majority of our children are of White British origin; therefore it is important that we celebrate, and teach, respect for diversity. Geography is an integral part of our curriculum which supports children in learning about lifestyles and cultures which are different to their own, for example Fair Trade, topics on the Amazon and native peoples and from RE teaching, learning about, and learning from, different faiths.</p> <p>We actively challenge stereotypes through deliberate cognitive conflict: for example, Egypt is not purely desert and pyramids; Greece is not merely a holiday destination but has also seen refugee crises and rioting.</p>	<ul style="list-style-type: none"> <li>• Increased knowledge of local area (Evidence: teachers feedback from lessons)</li> <li>• Improved staff attitudes and enthusiasm</li> <li>• Visits support enquiry and skill acquisition</li> </ul>
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## Geography Overview - Key Stage One (KS1) and Key Stage 2 (KS2) only

<b>Concept</b>			
Location and place	Cause and effect	Planning and decision making	Change
<p>KS1: Using basic map skills, children recognise that places with similar locations may share similar characteristics.</p> <p>KS2: Using map skills, children understand why and people and place are affected by a range of locational factors. Children can describe location using geographical language.</p>	<p>KS1: Children can explain how different causes contribute to an event; this could be multi-causal.</p> <p>KS2: Understand that different causes have different levels of significance, children can explain links between possible causes.</p>	<p>KS1: Children can make choices about their immediate environment including how it is used and managed. Children know there is often more than one option when making decisions.</p> <p>KS2: Recognise planning includes people's values and perspectives. Children know that decision making is determined by power and that some individuals/groups have more power than others. Children are aware that decision making often creates conflict.</p>	<p>KS1: Children can identify similarities and differences between two fixed points.</p> <p>KS2: Children can identify changes over time beyond their living memory as well as things that may have remained the same. This may be natural or human influences.</p>

Year group	Autumn Term	Spring Term	Summer Term
<b>1</b>	<p>Creating maps: The geography of our school <i>Location and place</i> <i>Change</i></p> <p>FIELDWORK: Walking tour of Gosforth</p>	<p>Weather in the UK <i>Location and place</i> <i>Planning and decision making</i></p> <p>FIELDWORK: Measuring weather patterns</p>	<p>Global Neighbours <i>Location and place</i> <i>Cause and effect</i></p>
<b>2</b>	<p>Living in London <i>Location and place</i> <i>Planning and decision making</i></p>	<p>Living in the North Pole: Climate and people <i>Location and place</i> <i>Cause and effect</i></p>	<p>Local Seaside Tourism <i>Location and place</i> <i>Change</i></p> <p>FIELDWORK: Geographical features at the coast</p>
<b>3</b>	<p>Modern Egypt <i>Location and place</i> <i>Change</i></p>	<p>Food Trade <i>Planning and decision making</i> <i>Cause and effect</i></p> <p>FIELDWORK: Farm</p>	<p>The River Tyne: Source(s) to Mouth <i>Location and place</i></p> <p>FIELDWORK: Land use patterns at the Tyne confluence</p>
<b>4</b>	<p>Climate Change <i>Cause and effect</i> <i>Planning and decision making</i></p> <p>FIELDWORK: Flooding with the Environment Agency</p>	<p>The socio-economics of the Amazon Rainforest <i>Location and place</i> <i>Change</i> <i>Planning and decision making</i></p>	<p>The North East of the UK <i>Location and place</i> <i>Change</i></p>

Nursery	Autumn Term		Spring Term		Summer Term	
Topic Title	Once upon a time	Sparkling Celebrations	Awe & Wonder	Nature's Miracles	Our Wonderful World	We're going on a journey
<b>Geography Skills</b>	<ul style="list-style-type: none"> <li>- Use all their senses in hands on exploration of natural materials.</li> <li>- Talk about what they see, using a wide vocabulary.</li> <li>- Begin to make sense of their own life-story and family's history</li> <li>- Talk about the differences between materials and changes they notice.</li> <li>- Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>- Use all their senses in hands on exploration of natural materials.</li> <li>- Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</li> <li>- Begin to make sense of their own life-story and family's history.</li> <li>- Explore how things work.</li> <li>- Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>- Use all their senses in hands on exploration of natural materials.</li> <li>- Explore collections of materials with similar and/or different properties.</li> <li>- Talk about what they see, using a wide vocabulary.</li> <li>- Explore how things work.</li> <li>- Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>- Use all their senses in hands on exploration of natural materials.</li> <li>- Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</li> <li>- Show interest in different occupations.</li> <li>- Explore how things work</li> <li>- Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Talk about the differences between materials and</li> </ul>	<ul style="list-style-type: none"> <li>- Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</li> <li>- Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>- Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</li> <li>- Begin to make sense of their own life-story and family's history. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>

				<p>changes they notice</p> <ul style="list-style-type: none"> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>		
<b>Continuous</b>	<p>Class Timeline (of year)  Visual timetable  Identifying weather patterns etc outside  Seasonal display and seasonal continuous provision within Investigation area.</p>					
<b>Specific Geographical vocabulary to teach</b>	<p>Tier 2 vocab: today  Tier 3 vocab: yesterday, tomorrow, weekend, autumn</p>	<p>Tier 2 vocab: cold, warm  Tier 3 vocab: long time ago, globe, winter</p>	<p>Tier 2 vocab: world  Tier 3 vocab: beginning, endangered, fossil, palaeontologist, extinct</p>	<p>Tier 2 vocab: farm, zoo  Tier 3 vocab: spring, location</p>	<p>Tier 2 vocab: world  Tier 3 vocab: seasons, change</p>	<p>Tier 2 vocab: holiday, map  Tier 3 vocab: beach, journey, far away, near, far, passport, aeroplane</p>
<b>Why this? Why now?</b>	<p>Children are new to the school, so we used familiar contexts of birthdays/parties</p>	<p>Friendship in the context of stories-used Arctic setting as a stimulus  Introduction to season of Winter</p>	<p>Introduction of the Story of Creation  Dinosaur topic</p>	<p>Visit to farm in Spring to introduce children to British springtime</p>	<p>Links to seasonal changes  museums</p>	<p>Links to real life experiences/summer holidays/prepares for transitions</p>
<b>Possible lesson sequence</b>	<p>Begin to be aware of the difference between past and present in their own lives. Begin to talk about past, significant events for themselves or family and friends. They can begin to retell simple past events.</p> <ol style="list-style-type: none"> <li>1. It is baby Bears Birthday and</li> </ol>	<p>Children develop an understanding of growth and changes over time.</p> <ol style="list-style-type: none"> <li>1. Children to bring in photos of themselves as babies. Can you guess who the baby is?</li> </ol>	<p>Enhance children's understanding of decay and changes over time via dinosaur topic</p> <ol style="list-style-type: none"> <li>1. Introduce dinosaur topic via book 'Dinosaur Roar'. Talk about the characteristic</li> </ol>	<p>Begin to understand that events have historical significance.</p> <ol style="list-style-type: none"> <li>1. Explain why we celebrate Shrove Tuesday and that it is an event which</li> </ol>	<p>Begin to understand that people have historical significance and buildings (museums) contain historical artefacts.</p> <ol style="list-style-type: none"> <li>1. As part of the topic on growing and the text Jasper's Beanstalk. Children will be shown Sunflowers by Vincent Van</li> </ol>	<p>Children become aware of their own history and realise that events happened in the past.</p> <ol style="list-style-type: none"> <li>1. Look back at the class learning journey. What things can they remember from their Nursery experiences?</li> <li>2. Can the children talk about their</li> </ol>

	<p>we would like to have a party. Ask the children if they have had a birthday party before or if they have been to a birthday party. What sort of things do we need?</p> <ol style="list-style-type: none"> <li>Children to talk about their experiences of their own birthday parties. Can they answer questions based on their own experiences in response to new events?</li> <li>Record Baby Bears Birthday in the class learning journey to preserve memories of special events. Children to look back on past events and use vocabulary such as</li> </ol>	<p>How do you know?</p> <ol style="list-style-type: none"> <li>Children to look at their baby picture and a current picture. How have they changed? Has anything stayed the same?</li> <li>Children to realise that their baby picture is from the past. If I took a picture of them now would it be the same? Why not?</li> </ol> <p>Children begin to acknowledge events within history exist.</p> <ol style="list-style-type: none"> <li>Tell the children it is Remembrance Day and why it is significant. Watch CBeebies 'Poppies'. Allow</li> </ol>	<p>s of dinosaurs. Do we see them now? Why not? Introduce the word extinct and talk about how we no longer have dinosaur. Children to use and understand language such as change, what happened, why, because.</p> <ol style="list-style-type: none"> <li>Introduce the concept of fossils and the role of the palaeontologist. Children excavate their own fossil. Using brushes in the sand and tools for clay excavation.</li> <li>Children examine photos of dinosaurs and their fossils; which</li> </ol>	<p>happens every year.</p>	<p>Gogh and read Katie and the Sunflowers.</p> <ol style="list-style-type: none"> <li>Explore what is a museum and what kind of things you would expect to see in a museum. Have any of the children visited a museum before?</li> <li>Children recreate their version of Sunflowers which are displayed in Nursery's museum. Children are aware of the original artists; Vincent Van Gogh.</li> </ol>	<p>favourite memory from Nursery (using the learning journey book as a prompt)? Can they retell simple events in the correct order?</p>
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	yesterday, last week, a long time ago etc.	children to clarify thinking by asking how and why questions about this event.	dinosaur does the fossil belong to? How do you know?			
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Reception	Autumn Term	Spring Term	Summer Term
Topic Title	The North Pole	Woodland Areas	Kenya
<b>Continuous</b>	Daily day of the week and weather chart – also includes month of the year and season Identifying weather patterns and linking it to the season Seasonal display and identifying changes caused by the seasons Map of UK with postcards linked to where children have visited		
<b>Continuous DM and ELGs</b>	<p><b>Development Matters:</b></p> <ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		
<b>Specific Geographical vocabulary to teach</b>	Tier 2 vocab: in front, behind, winter Tier 3 vocab: globe, Northern Lights, Inuit	Tier 2 vocab: same, different Tier 3 vocab: spring, woodland, wildlife, habitat	Tier 2 vocab: weather, near, far, location Tier 3 vocab: continent, environment, distance
<b>Why this? Why now?</b>	Recapping and developing knowledge of Winter Building on knowledge of cold places from Nursery – Antarctica. Links with class text Arctic White.	British wildlife builds on Nursery experience of farm. Developing knowledge of British Springtime – Links with Easter story and new life.	Settings – exploring places which are different to the UK – making simple comparisons Finding places on a globe and world map Comparing climates that are different to the one where I live. Transition from EYs to Yr. 1
<b>Possible lesson sequence</b>	<ol style="list-style-type: none"> <li>1. Explore photos of cold places; where could it be? Is this where we live? How do we know?</li> <li>2. Where is the North Pole? What is it like there?</li> <li>3. Explore the Northern Lights.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at aerial photographs of school – where might an owl/rabbit live?</li> <li>2. FIELDWORK: Draw a map to show locations nearest and furthest from classroom.</li> <li>3. Where would be a good place for Peter Rabbit to live? Why?</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the weather in Kenya to UK.</li> <li>2. Where is Kenya? What is it like there?</li> <li>3. Kenya vs not Kenya</li> </ol>

# Key Stage 1

Year 1	Autumn Term	Spring Term	Summer Term
	<b>Creating maps: The geography of our school</b>	<b>Weather in the UK</b>	<b>Global Neighbours</b>
<b>Geography concept (procedural knowledge)</b>	<b>Location &amp; place</b> <b>Change</b>	<b>Location &amp; place</b> <b>Planning and decision making</b>	<b>Location &amp; place</b> <b>Cause and effect</b>
	Introduction to maps, direction and aerial photographs.	Using simple maps and aerial photographs. Introduction to fieldwork & enquiry.	Introduction to world maps/globes
<b>Geographical Literacy</b>	<ul style="list-style-type: none"> <li>- Describe absolute/relative location using positional language</li> <li>- Recognise the significance of location e.g. As a result of...</li> <li>- The difference between...</li> <li>- Noticing big changes and some things that haven't changed</li> </ul>	<ul style="list-style-type: none"> <li>- Describe absolute/relative location using positional language</li> <li>- Recognise the significance of location e.g. Because of...</li> <li>- Voicing own views whilst recognising others e.g. There are a few options... We decided to...</li> </ul>	<ul style="list-style-type: none"> <li>- Describe absolute/relative location using positional language</li> <li>- Recognise the significance of location e.g. Because of...</li> <li>- Multi-causal explanations e.g. There are many reasons why...</li> <li>- Creating links between causes e.g. Links between...</li> </ul>
<b>Specific Geographical vocabulary to teach</b>	Tier 2 vocab: near, far away, left/right, forwards/backwards Tier 3 vocab: directions, North, East, South, West, compass	Tier 2 vocab: country, pattern, atlas Tier 3 vocab: thermometer, preparation	Tier 2 vocab: ocean, sea Tier 3 vocab: continent, country, capital cities (of UK), nations (within UK), migration
<b>Why this? Why now?</b>	Children will become familiar with the whole school after moving from EYFS. Precursor to Gosforth/locality topic in summer. Mapping familiar area before moving to unfamiliar. Introduction to Digimaps on small scale.	Seasonal Develops & widens knowledge from Science, builds on prior learning. Field work opportunities plentiful.	Methodical ordering Familiar topic of pirates with a specific focus. Expanding outwards Year 3 link and focus on worldwide traditions.
<b>Proposed Lesson Progression and Justification</b>	<ol style="list-style-type: none"> <li>1. Explore the school, understanding where key features of the school are in relation to each other.</li> <li>2. Understand North, East, West and South, beginning to link this to school.</li> <li>3. Explore aerial photographs and maps of the school – are we a town, village, city or suburb?</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate the four countries of the UK on a map.</li> <li>2. Identify seasonal changes in the UK.</li> <li>3. FIELDWORK: Investigate daily weather patterns.</li> <li>4. Identify daily weather patterns in the UK.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use maps to locate Newcastle within the UK and Europe and next to the Atlantic Ocean.</li> <li>2. Use maps to locate key places in the United Kingdom and understand that people move within the UK.</li> <li>3. Locate the continents of North America and Asia in relation to the UK.</li> </ol>

	<p>4. Visit from Mr Shipton: Why is our school where it is? Look at previous maps/photos of Gosforth and how things around the churches have changed.</p> <p>5. FIELDWORK: Create a walking route on a map (children sketch map).</p>	<p>5. Understand how people prepare for weather changes.</p>	<p>4. Identify where some of our school community comes from on a map.</p> <p>5. Understand why people move to the UK.</p>
<b>Ongoing Teaching</b>	<p>NC2- Name and locate four countries of UK</p> <p>NC4- Identify daily weather patterns</p>	<p>NC2- Name and locate four countries of UK including capital cities</p> <p>NC4- Identify seasonal and daily weather patterns</p>	<p>NC2- Name and locate four countries, identify characteristics (mountains) of UK including capital cities</p>

Year 2	Autumn Term	Spring Term	Summer Term
	Living in London	Living in the North Pole: Climate and people, pole to pole	Local Seaside Tourism
Geography concept (procedural knowledge)	<b>Location &amp; place</b> <b>Planning and decision making</b>	<b>Location &amp; place</b> <b>Cause and effect</b>	<b>Location &amp; place</b> <b>Change</b>
	Reading maps Reading photographs	Reading a world map & using a globe	Observation using maps Reading photos
Geographical Literacy	<ul style="list-style-type: none"> <li>- Describe absolute/relative location using positional language</li> <li>- Recognise the significance of location e.g. Because of...</li> <li>- Voicing decisions e.g. This option is better than others because...</li> </ul>	<ul style="list-style-type: none"> <li>- Describe absolute/relative location using positional language</li> <li>- Recognise the significance of location e.g. Because of...</li> <li>- Developing multi-causal explanations e.g. This made it possible because...</li> </ul>	<ul style="list-style-type: none"> <li>- Describe absolute/relative location using positional language</li> <li>- Recognise the significance of location e.g. Because of...</li> <li>- Recognising differences/changes e.g. There are differences between...</li> </ul>
Geographical vocabulary to teach	Tier 2 vocab: capital city, features, transport, plan Tier 3 vocab: landmarks	Tier 2 vocab: temperature, ocean, Earth, continent Tier 3 vocab: climate, poles, equator, population, human geography, physical geography	Tier 2 vocab: beach, cliff, coast, tourism, Tier 3 vocab: port, harbour, satellite, landmarks
Why this? Why now?	Knowledge of London builds on Year 1 global neighbours unit (Coming to England) Knowledge of London comes prior to History unit (Great Fire of London)	Builds on knowledge of equator (Pirates/warm areas) and teaches about cold areas of the world	Local knowledge – wider than immediate locality Builds upon previous mapping work
Proposed Lesson Progression and Justification	<ol style="list-style-type: none"> <li>1. Locate cities near us and capital cities of the UK.</li> <li>2. Name and locate London landmarks as a capital city.</li> <li>3. Consider the human and physical features of London.</li> <li>4. Create a basic map of London using symbols in a key.</li> <li>5. Plan a day out in London, considering transport links.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand what is meant by location and use appropriate words to describe location.</li> <li>2. Name and locate the world seven continents and five oceans.</li> <li>3. Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</li> <li>4. Understand the way in which people and places are affected by location and place.</li> <li>5. Understand the significance of the North Pole and that location is central to our understanding of the people that live there.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore the seas and oceans surrounding the UK.</li> <li>2. Use maps to identify the Northeast coastline.</li> <li>3. Use satellite imagery to study the coastline north of the Tyne.</li> <li>4. FIELDWORK: How do people use our coastline?</li> <li>5. Evaluate the findings of how people use our coastline.</li> </ol>

<b>Ongoing teaching</b>	NC2- Name and locate four countries, identify characteristics (mountains) of UK including capital cities NC6- Use world maps	NC5- discuss Tyne valley (e.g. Forest, hill, mountain, valley, farm)	NC2- Name and locate four countries, identify characteristics (mountains) of UK including capital cities Introduce counties and cities of North East (Northumberland, Tyne & Wear, Edinburgh, York, Durham etc) according to children's experiences
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# Key Stage 2

Year 3	Autumn Term	Spring Term	Summer Term
	Modern Egypt	Food Trade	The River Tyne: Source(s) to Mouth
<b>Geography concept (procedural knowledge)</b>	<b>Location and place</b> <b>Change</b> Reading topographical maps including scale, distance and direction	<b>Planning and decision making</b> <b>Cause and effect</b> Map reading, understanding how human actions have consequences	<b>Location and place</b> Intro to OS maps including scale, distance and directions. Fieldwork
<b>Geographical Literacy</b>	<ul style="list-style-type: none"> <li>- Describe absolute location using world maps and directional language</li> <li>- Describe place e.g. It is similar to... because...</li> <li>- Understand the significance of the location e.g. It is near the equator so...</li> <li>- Recognise social/environmental changes e.g. There were changes in... because of...</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise multiple different solutions</li> <li>- Children to voice their own opinion, accept others' view point and make a mutual decision e.g. We decided that... because...</li> <li>- Children to weigh up influence of different causes e.g. The most important cause was...</li> </ul>	<ul style="list-style-type: none"> <li>- Describe absolute location using 4-figure grid references</li> <li>- Explain the significance of the location e.g. Because it is high/low...</li> </ul>
<b>Specificity Geographical vocabulary to teach</b>	Tier 2 vocab: climate zones, equator, tourism Tier 3 vocab: economy, land use, topography	Tier 2 vocab: disadvantage, resources, Fairtrade, food Tier 3 vocab: trade, import, export, economic power	Tier 2 vocab: human geography, physical geography, flooding, topography Tier 3 vocab: source, confluence, tributary, mouth, flood defence
<b>Why this? Why now?</b>	Non-European study Understand impact of history on human Geography	Builds on prior understanding in Global Neighbours unit and explores ideas of trade between countries.	Builds upon and helps children make links to Nile (Egypt topic) Fieldwork opportunities at all stages of the Tyne. Builds outwards – gives in depth geographical knowledge beyond Newcastle
<b>Proposed Lesson Progression and Justification</b>	<ol style="list-style-type: none"> <li>1. Identify the position of Egypt in relation to the Equator, northern and southern hemispheres and Tropics of Cancer and Capricorn.</li> <li>2. Understand the topography of Egypt and compare and contrast this with its climate zones.</li> <li>3. Understand how the River Nile contributes to modern day Egypt.</li> <li>4. Understand how people live in Cairo.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how our food choices impact the environment.</li> <li>2. Understand what 'trading fairly' means.</li> <li>3. Identify where our food comes from.</li> <li>4. FIELDWORK: Broxfield Farm in Alnwick (Andrew Thompson) farm visit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the features of rivers.</li> <li>2. Using 4-figure grid references, analyse the route of the North and South Tyne.</li> <li>3. Examine the Tyne confluence.</li> <li>4. Examine flooding along the Tyne.</li> <li>5. Fieldwork: land use patterns where the rivers meet/flooding.</li> </ol>

	5. Compare and contrast how people live across Egypt.	5. Debate the advantages and disadvantages of buying local or imported food.	
<b>Ongoing teaching</b>	<p><i>Ge2/1.1a 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></p> <p>Specifically, children must build on prior learning of different regions and be able to name <b>most European</b> capitals as well as place <b>major Western European countries on a map</b> accurately as well as <b>some Eastern European</b> countries and <b>Russia</b>.</p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></p> <p>Specifically, being able to name and locate major cities as well as <b>counties that border the local area (Tyne and Wear, Northumberland, Cumbria, County Durham)</b>.  Cities that must be placed roughly (i.e. in the correct part of the country)  <b>Capitals from KS1, Manchester, Birmingham, Bristol, Glasgow, Liverpool, Sheffield, Leeds, Leicester, Nottingham, Aberdeen</b></p>	<p><i>Ge2/1.1a 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></p> <p>Specifically, children must be able to place <b>major North, Central and South American countries</b> as well as name some of the larger capitals. They should also be able to identify some larger <b>Asian countries, particularly India and China</b>, as well as building on an understanding of <b>Northern African countries</b> due to the link with Egypt.</p>

Year 4	Autumn Term	Spring Term	Summer Term
	Climate Change	The socio-economics of the Amazon Rainforest	The North East of the UK
<b>Geography concept (procedural knowledge)</b>	<b>Cause and effect</b> <b>Planning and decision making</b>	<b>Location and place</b> <b>Change</b> <b>Planning and decision making</b>	<b>Location and place</b> <b>Change</b>
	Reading photos Sat images Using secondary data	Mapping Understanding geographical decisions	OS Maps Grid ref Fieldwork
<b>Geographical Literacy</b>	<ul style="list-style-type: none"> <li>- Recognise social/ political/ economic/ environmental factors</li> <li>- Children become aware of long term problems and short term causes</li> <li>- Children to voice cause and effect e.g. One particular influential factor was...</li> <li>- Children to recognise different solutions and use these together e.g. Some people thought... Others thought... We decided that...</li> <li>- Children to consider wider perspectives e.g. Despite different points of view...</li> </ul>	<ul style="list-style-type: none"> <li>- Describe absolute/relative location using geographical language/maps</li> <li>- Describe place e.g. It is... so...</li> <li>- Children to recognise the significance of location e.g. Because it is wet...</li> <li>- Recognise changes over particular time period (50/100 years) e.g. One change was... Another change was...</li> <li>- Highlight biggest changes and reasoning</li> <li>- Children to voice own opinion and discuss others' opinions e.g. Although we had different ideas we reached a compromise by...</li> </ul>	<ul style="list-style-type: none"> <li>- Describe absolute location using locational language (4-figure grid references)</li> <li>- Describe relative location using directional location and physical features</li> <li>- Describe place e.g. It is...</li> <li>- Children to recognise the significance of location e.g. As a result of... people...</li> <li>- Recognise changes over particular time period (50/100 years) e.g. One change was... Another change was...</li> <li>- Highlight biggest changes and reasoning</li> </ul>
<b>Specificity Geographical vocabulary to teach</b>	Tier 2 vocab: climate, biomes, impact Tier 3 vocab: greenhouse gas, marine biomes, climate change	Tier 2 vocab: climate change, climate zone Tier 3 vocab: coloniser, indigenous tribes, deforestation, industrialisation	Tier 2 vocab: urban, rural Tier 3 vocab: region, county, population
<b>Why this? Why now?</b>	Prior to Amazon unit so links can be made Links to ethos of being stewards of Gods earth	Non-European study Global high priority	Complex topic so placed in Year 4 for depth
<b>Proposed Lesson Progression and Justification</b>	<ol style="list-style-type: none"> <li>1. Locate the equator, hemispheres, and tropics. Name major cities known and some additional (North America).</li> <li>2. Locate the main climate zones and biomes.</li> <li>3. Understand what climate change is.</li> <li>4. Explore climate change impacts on forest biomes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate tropical rainforests on a map, locating it alongside the equator, the Tropics of Cancer and Capricorn, and countries.</li> <li>2. Understand the physical geography of the Amazon Rainforest and how it has changed over the past 50/100 years.</li> <li>3. Understand the human geography of the Amazon Rainforest.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name and locate the counties of the North East.</li> <li>2. Study the land use of the major cities of the North East including population size vs other major cities of the UK.</li> <li>3. Locate, name and label the major rivers of the North East.</li> </ol>



	<p>5. Explore the case study of California's wildfires.</p> <p>6. Consider how people can help to reduce greenhouse gases.</p>	<p>4. Debate whether palm oil should be used.</p> <p>5. How do actions in Gosforth affect the Amazon Rainforest?</p>	<p>4. Understand the human and physical features of the North East region.</p> <p>5. Consider how our region has changed over time.</p>
<p><b>Ongoing teaching</b></p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></p> <p>Continue to build upon Year 3's knowledge of major cities, but this time ensure children understand major counties beyond the local area. First, begin by children understanding terms for regions – this should include the following: <b>South West, South East, West Midlands, East Midlands, North East, North West (England); Highlands, Lowlands and Islands (Scotland);</b> For Wales, focus on placing <b>Snowdonia and Brecon Beacons.</b></p> <p>Children should also be able to place <b>Ben Nevis as within the Scottish Highlands</b> and <b>Scafell Pike as within Cumbria</b> and other landmarks that are of interest to the class (you could choose frequent destinations, or the family origins of yourself or other children within the class etc.)</p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></p> <p>Link previous learning of cities to their respective counties, but must be able to <b>roughly place most English counties within regions of England</b> e.g. knowing that Devon is in the South West, or Lancashire is near Manchester in the North West. Children must be able to identify <b>Cornwall</b> as the southwestern tip, as well as <b>Kent and the English Channel</b> as the sea border with Europe, and major cultural geographical places such as <b>Land's End to John O'Groats, the Isle of Wight, Isle of Man,</b> and some Scottish islands, including the <b>Outer Hebrides</b> and <b>Shetland Islands.</b></p> <p>Children should be made comfortable with the differences between <b>Great Britain, United Kingdom</b> (of GB and NI) and the <b>British Isles</b> (as well as understanding that there has been historic conflict between Britain and Ireland and that this term is disputed by some Irish people).</p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></p> <p>Reiterate prior learning whilst also exploring the following:  <b>Major rivers of the UK and their connection with major cities,</b> including: Severn, Tweed, Thames (specifically away from London), Trent, Mersey, Clyde</p> <p><b>Major national parks and areas of Outstanding National Beauty,</b> including: Loch Lomond and the Trossachs, Cairngorns, North Yorkshire Moors and Yorkshire Dales, Lake District, Peak District, the Cotswolds, Exmoor, Dartmoor and the New Forest.</p>