



Staindrop CE Primary School Geography Curriculum



Barriers to Geography for Staindrop CE Pupils:

- Rural deprivation-lack of experience of large cities/coast etc.
- Lack of diversity within the school community (97% White, British)
- Children lack independence and confidence to communicate their ideas/presentation skills
 - Wide socio-economic gap within the school
 - Above national levels of PP
- Low levels of language on entry (40% below national 21/22 Baseline assessment)

CURRICULUM AIM:

Know more, Do more &
Remember more

- A DEEP KNOWLEDGE OF GEOGRAPHICAL FACTS AND INFORMATION THAT HAVE BEEN MAPPED OUT TO BUILD PROGRESSIVELY ACROSS SCHOOL
- TO LEARN ABOUT A RANGE OF DIVERSE PLACES, PEOPLE, RESOURCES, VARIED ENVIRONMENTS ALONG WITH KEY PHYSICAL AND HUMAN PROCESSES.
- KNOW ABOUT THE LOCATION OF SIGNIFICANT PLACES BEING ABLE TO DESCRIBE THE PHYSICAL AND HUMAN CHARACTERISTICS
- FLUENT IN THE GEOGRAPHICAL SKILLS NEEDED TO COLLECT, ANALYSE AND COMMUNICATE A RANGE OF DATA. MAKING USE OF A RANGE OF GEOGRAPHICAL INFORMATION SUCH AS MAPS, AERIAL PHOTOS AND DIGITAL MAPS.

CURRICULUM AIM:

Meet people, go places & make things
happen

- COMMUNICATE THEIR GEOGRAPHICAL UNDERSTANDING THROUGH MAPS, COMPUTING AND WRITING USING GEOGRAPHICAL VOCABULARY.
- NURTURE PUPILS' CURIOSITY AND FASCINATION ABOUT THE WORLD AND ITS PEOPLE.
- ENRICH THE CHILDREN'S GEOGRAPHICAL UNDERSTANDING THROUGH CONTACT WITH LOCAL EXPERTS AND FIELDWORK OPPORTUNITIES
- THE CONFIDENT ABILITY TO ASK PERCEPTIVE QUESTIONS, THINK CRITICALLY, PLAN AND DECISION MAKE.

CURRICULUM AIM:

Happy, Healthy Global citizens

CURRICULUM AIM:

Love of Reading

- TO LEARN FROM A RANGE OF SOURCES INCLUDING HIGH QUALITY NON-FICTION TEXTS.

"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"

Curriculum Concepts:



Geography Focus :



Settlement and urbanisation



Climate



Local



UK



Europe



Global



Physical features



Coastal



Resources and Economics



Hazards



**Y5: Why do we have counties in the UK?
Where are UK settlements?**



**What is life like in South America?
How can we protect our world's biomes
including rainforests?**



**What physical and human features are in
our local area? Why is Raby castle located
where it is?**



**Y3:
What is the journey of a river? How
is a river formed? Where does the
rain come from?**



**Why was Egypt located by the River
Nile?**



Y1 : Where do I live? What is in a town?

**Where is the North/South Pole? What is
a cold place like?
Which way is North?**



**Where in the UK could we visit?
When should we go to the seaside?**



**EYFS : What is my new classroom like?
Can I map a story?**



EYFS

Year 1

Year 3

Year 4

Year 5

Year 6

**Y6: What natural resources were/are in our
area? What is urbanisation and how have
settlements changed?**



**How is our climate changing in different
regions? How can we protect our
environment? What natural disasters are
affecting our planet?**



**Y4: Where in Europe is Greece?
Would you like to live there?**



**Where do our food/clothes come
from? Where are the tropics?**



**Why is Pompeii so famous? What
happened there?
Where was the Roman Empire?**



**Y2: Where is Pudding Lane?
Where are the other capital cities of the UK?**




**Where is Africa? What is it like in a hot
place?
Which Oceans surround Africa?**









**Can I find castles on a map?
Where are castles located?
What is the Lake district like?**











Geographical Skills:	Enquiry and Investigation	Fieldwork (see field work study progression for further detail)	Interpreting a range of sources	Communicating Geographical information
Y1	Ask and answer simple Geographical questions Describe similarities and differences when studying places and features	Observe and describe daily weather patterns Use simple fieldwork and observational skills when studying the geography of the school and grounds- sensory map of school grounds	Use simple maps, globes infant atlases and pictures. Know that symbols mean something on a map	Use maps and images to talk about everyday life. Draw speak and write about simple geographical concepts such as what they can see.
Y2	Ask and answer simple Geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing lives of children in different places	Identify seasonal and daily weather patterns Develop simple fieldwork and observational skills when studying the geography of the school and local environment- Traffic survey, village walk	Use sources such as large scale maps, globes, aerial photos to identify features and places as well as follow routes. Use simple compass directions as well as directional language when describing features and routes.	Express views about an environment and recognize how people can affect the environment Create their own simple maps and symbols
Y3	Ask and answer more searching geographical questions when investigating different places and environments Identify similarities, differences, and patterns when comparing places and features.	Observe record and name geographical and human features of the environment- River study	Use a range of sources including digi maps atlases, globes, and satellite images to research and present ideas. Use the eight compass points and recognize some ordnance survey symbols.	Express their opinions on environmental issues and recognize how people can affect the environment positively and negatively.
Y4	Ask and respond to more searching Geographical questions including How? And Why? Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Observe record and explain physical and human features of the environment- Noise survey/ environmental quality survey	Use a range of sources including digi maps atlases, globes, and satellite images to research and present geographical information. Use letter and number co ordinates to locate features on a map	Express their opinions on environmental issues and recognize that other people may feel differently. Communicate geographical information through a range of methods including digi maps, plans, graphs and presentations.
Y5	Ask and respond to questions that are more causal e.g. Why is that happening in this place? What are the effects of...? Could it happen here? Recognise geographical issues affecting people in different environments.	Observe measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies- annotating photos and sketch maps of Raby including contours.	Use a range of maps and other sources of primary and secondary geographical information and select the most appropriate for the task. Demonstrate an understanding between Ordnance Survey and other maps (e.g. digi maps, road maps, historical maps, leisure maps, tourist maps) and know when its appropriate to use each. Use 4 figure grid references.	Express and and explain their opinions on geographical and environmental issues and recognize why others people may feel differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.
Y6	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings- local land use survey Staindrop v Barnard Castle	Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps. Recognise an increasing number of Ordnance survey symbols on maps and use 6 figure grid refences.	Develop their understanding of differing views and attitudes to critically evaluate local geographical issues and events. Communicate geographical information using a wide range of methods including writing at length.




Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
<p>Y1 Where do I live? What is in a town?</p>  <p>Where is the North/South Pole? What is a cold place like? Which way is North?</p>  <p>Where in the UK could we visit? When should we go to the seaside?</p> 	<ul style="list-style-type: none"> • KNOW THE MAIN DIFFERENCES BETWEEN A TOWN, VILLAGE AND CITY • KNOW THEIR OWN ADDRESS INCLUDING THEIR POSTCODE • KNOW FEATURES OF COLD PLACES IN THE WORLD • KNOW THE NAMES OF SOME COLD PLACES IN THE WORLD • KNOW HOW PEOPLE LIVE IN THE SOUTH POLE • KNOW WHERE THE EQUATOR, THE NORTH POLE AND THE SOUTH POLE ARE ON A GLOBE. • KNOW WHICH IS N, S,E AND W ON A COMPASS • KNOW THE NAME OF THE 4 COUNTRIES THAT MAKE UP THE UK AND THE THREE SEAS THAT SURROUND THEM • KNOW WHICH IS THE HOTTEST AND COLDEST SEASON IN THE UK • KNOW AND RECOGNISE THE MAIN WEATHER SYMBOLS 	<p>Ask and answer simple Geographical questions</p> <p>Describe similarities and differences when studying places and features .</p> <p>Observe and describe daily weather patterns</p> <p>Use simple fieldwork and observational skills when studying the geography of the school and grounds- sensory map of school grounds</p> <p>Use simple maps, globes infant atlases and pictures.</p> <p>Know that symbols mean something on a map.</p> <p>Use maps and images to talk about everyday life.</p> <p>Draw speak and write about simple geographical concepts such as what they can see</p> <p>MAP PROGRESSION: OUTLINE UK MAP WORLD CONTINENTS MAP LARGE SCALE SCHOOL/ VILLAGE MAP- DIGIMAPS</p>	<p>Change and continuity: Within clearly defined categories can identify simple similarities and differences between 2 fixed points.</p> <p>Enquiry: Can draw information from sources of evidence to make simple claims about events, places or people.</p> <p>Location and Place: Use appropriate geographical terminology to describe location and place- absolute and relative.</p> <p>Planning and decision making: Can make choices about their own actions or immediate environment using more than one option.</p> <p>Cause and effect: Can identify and explain causes that led to an event including multiple causes</p> <p>Migration: Identify reasons why people don't stay in the same place</p>








Y1:	The Learning Journey...					
<p>Where do I live? What is in a town?</p> 	<p>Where is our school? I can know the main differences between a town, city and village and I can describe in which I live. Letter to our school-Digimaps activity Location and place</p>	<p>Where are the nearest cities? I can name and find some towns/cities near Staindrop on a simple map. MAPWORK-LOCAL OS MAP Enquiry Location and place</p>	<p>What is in Staindrop? I can identify the features of our village on an aerial photo and relate them to our village walk. Map my walk-Digimaps (whole class) FIELDWORK Enquiry Location and place</p>	<p>Is our school a well -cared for place? I can ask and answer Geographical questions. I can add labels to a simple map of the school grounds. FIELDWORK STUDY-environmental quality survey Planning and Decision making Enquiry</p>	<p>Where do I live? Children can talk about and describe where they live and know their address and postcode. Where do I live digimaps activity Location and Place</p>	
<p>Where is the North/South Pole? What is a cold place like? Which way is North?</p> 	<p>Which way is North and South? I know and can use the 4 points on a compass. Migration Location and Place</p>	<p>Where are the poles? I can identify the equator, North and South pole on a globe and World map. MAPWORK-OUTLINE WORLD MAP Location and Place</p>	<p>What is it like at the North/South Pole? I can describe the features of the poles and relate this to their location. Change and Continuity Location and Place</p>	<p>Do people really live in Igloos? I can describe how people live in cold places. Planning and Decision making Enquiry Location and Place</p>	<p>What would I take to the North Pole? I can make decisions based on my knowledge of a place's location. Planning and Decision</p>	<p>Spring watch-Digimaps unit</p>
<p>Where in the UK could we visit? When should we go to the seaside?</p> 	<p>Where could we go on holiday? I can name the 4 countries that make up the UK on a map. I can identify coastal regions on a map. MAPWORK-LOCAL OS MAP Location and Place Enquiry</p>	<p>When should we go on holiday? I know which are the hottest and coldest seasons in the UK. Change and continuity Enquiry Migration</p>	<p>What is the weather forecast like next week? I can recognise and use the main weather symbols. Change and continuity</p>	<p>What will I see at the seaside? I can describe the main features of a seaside/coastal resort. Enquiry</p>	<p>Where are our nearest seaside towns? I can use Digimaps/google maps to find and label the nearest seaside towns. MAPWORK -LOCAL OS MAP Location and Place</p>	<p>How much rainfall did we have in the last month? I can ask and answer Geographical questions. I gather simple data. FIELDWORK STUDY Planning and decision making Enquiry</p>








Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
<p>Y2 What is A capital city?</p>  <p>What would it be like to live in a village in Africa?</p>    <p>Why do people visit our local area?</p>  	<ul style="list-style-type: none"> • EXPLAIN SOME ADVANTAGES AND DISADVANTAGES OF LIVING IN A CITY • KNOW THE NAMES OF AND LOCATE THE FOUR CAPITAL CITIES OF ENGLAND, WALES, SCOTLAND AND NORTHERN IRELAND • KNOW AND USE THE TERMINOLOGY- LEFT RIGHT BELOW NEXT TO • NAME AND DESCRIBE SOME FEATURES OF LONDON • EXPLAIN SOME ADVANTAGES AND DISADVANTAGES OF LIVING IN A VILLAGE • KNOW SOME OF THE DIFFERENCES BETWEEN STAINDROP AND A VILLAGE IN AFRICA • KNOW THE NAMES OF AND LOCATE THE SEVEN CONTINENTS OF THE WORLD • KNOW THE NAMES OF AND LOCATE THE FIVE OCEANS OF THE WORLD • UNDERSTAND A CONTINENT IS MADE UP FROM SEVERAL COUNTRIES E.G AFRICA • KNOW THAT DIFFERENT PARTS OF THE SAME CONTINENT CAN BE DIFFERENT IN TERMS OF CLIMATE, LANDSCAPE AND DEVELOPMENT • IDENTIFY THE FOLLOWING PHYSICAL FEATURE: MOUNTAIN, LAKE, ISLAND, VALLEY, RIVER, CLIFF FOREST NATIONAL PARK AND BEACH ON LOCAL PHOTOS AND MAPS • IDENTIFY HUMAN FEATURES OF A LOCAL AREA • KNOW WHY BUILDINGS ARE SITUATED IN SPECIFIC PLACES • KNOW REASONS WHY PEOPLE CHOOSE VISIT A LOCAL AREA • LOOK AT LOCAL MAPS IDENTIFYING FEATURES AND PATTERNS 	<p>Ask and answer simple Geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing lives of children in different places</p> <p>Identify seasonal and daily weather patterns</p> <p>Develop simple fieldwork and observational skills when studying the geography of the school and local environment- Traffic survey, village walk</p> <p>Use sources such as large -scale maps, globes, aerial photos to identify features and places as well as follow routes. Use simple compass directions as well as directional language when describing features and routes.</p> <p>Express views about an environment and recognize how people can affect the environment</p> <p>Create their own simple maps and symbols</p>	<p>Change and continuity: Can identify developments over defined periods of time.</p> <p>Enquiry: Knows that we create our own interpretations of events by drawing inferences from evidence going beyond what sources say directly.</p> <p>Cause and effect: Can explain how different causes link together in chains of events.</p> <p>Migration: Recognize that there can be multiple reasons for movement from one place to another.</p> <p>Location and Place: Can give examples of the way in which people and place are/were affected by location. Can explain that places which share similar locations may share common characteristics and that this is central to the people who live there.</p> <p>Planning and decision making: Recognises that some plans and decisions are better suited to achieving specific aims</p> <p>Health and well-being: Identify factors affecting health both positive and negative.</p>

Y2:	The Learning Journey...					
<p>What is A capital city?</p> 	<p>Where in the UK is London? I can identify London in a map of the UK. I can describe the benefits of living in a city. MAP WORK UK outline map</p> <p>Location and place</p>	<p>What could we see in London? I name some landmarks in London and describe them. MAP WORK-Aerial photos</p> <p>Location and place</p>	<p>Where are the other capital cities of the UK? I can name and locate the Countries and capital cities of the UK Capital stops-Digimaps unit</p> <p>Location and place</p>	<p>Name the city-Digimaps unit I add labels to a digital maps</p> <p>Location and place</p>	<p>My country, My place-Digimaps unit</p>	
<p>What would it be like to live in a village in Africa?</p>   	<p>What are the benefits of living in a village? I can describe the benefits of living in a village Magic telescope-Digimaps activity Individual or whole class</p> <p>Health and well-being Location and place</p>	<p>Where is Africa? I can locate and identify the 7 continents and 5 oceans on a world map. MAP WORK-outline world map</p> <p>Query add country Digi maps units</p>	<p>What is Africa like? I know that a continent is made up of many different countries and these can have very different locations/climate/features</p> <p>MAP WORK-Topological map</p> <p>Change and continuity Health and well being</p>	<p>What is it like to live in a in Africa? I can describe different settlements in Africa and identify some similarities/differences between life here and there.</p> <p>Change and continuity Health and well being</p>	<p>When is Staindrop the busiest? I can gather data and use it to answer a geographical question. Fieldwork study-Traffic Survey</p> <p>Planning and decision making Enquiry</p>	
<p>Why do people visit our local area?</p>  	<p>How can we get to the Lake District? I can describe a route or journey Getting there-Digimaps unit</p> <p>Location and place</p>	<p>What is it like in the Lake District? I can use sources of information to understand physical features of a place. MAP WORK-Lake District Tourist Map/tourist leaflets</p> <p>Enquiry</p>	<p>Why might people visit our area? I can describe the human features of the local area. Locality detectives Digimap unit-comparing Staindrop with the Lake district</p> <p>Cause and effect</p>	<p>Why do people visit the Lake District? I can annotate maps and aerial photographs My Top tourism trail-Digimaps</p> <p>Cause and effect</p>		

Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
<p>Y3 What is the earth made of?</p>  <p>What is the journey of a river?</p>     <p>Why was Egypt located by the River Nile?</p>   	<p>Describe with examples how natural rock formations have shaped our local area Name and describe famous rock formations in the wider world Understand what a mountain is and describe how it's formed. Name the highest Mountains in the countries of the UK and some in the rest of the world Describe how and where rocks are mined as a natural resource in our area</p> <p>Know and label the main features of a river Know, name and locate the main rivers of the UK Know the name of and locate a number of the worlds longest rivers Explain the features of the water cycle Know why most cities are by rivers Name 6 cities in England and locate them on the map.</p> <p>Know the names of some countries in the world including Egypt Know the name of and locate a number of the worlds longest rivers</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments Identify similarities, differences, and patterns when comparing places and features.</p> <p>Observe record and name geographical and human features of the environment- River study</p> <p>Use a range of sources including Digi maps atlases, globes, and satellite images to research and present ideas.</p> <p>Use the eight compass points and recognize some ordnance survey symbols.</p> <p>Express their opinions on environmental issues and recognize how people can affect the environment positively and negatively.</p>	<p>Change and continuity: Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations</p> <p>Enquiry: Can cross-reference (compare) sources to help make more secure claims.</p> <p>Cause and effect: Can explain how different causes link together in a web of related causes or events.</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.</p> <p>Location and Place: Understand why and how people are affected by a range of locational factors e.g. political, topographical, cultural, climatic or economic. Can describe absolute and relative location with appropriate geographic vocab.</p> <p>Planning and decision making: Recognises that people may have different points of view and as a result may want/ take different decisions. Knows that plans needs to meet at least some criteria but also need to make a coherent whole.</p> <p>Health and well-being: Can classify factors e.g. environmental, social Understand that some factors can be controlled and some cannot.</p> <p>Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.</p>

Y3:	The Learning Journey...					
<p>What is the earth made of?</p> 	<p>What rocks formations are in our country and area? I can name and describe some local rock formations.</p> <p>Local area OS map/UK Topological map</p> <p>Location and place</p>	<p>What famous rock formations are there in the world and how were they formed? I can name and describe some rock formations in the world.</p> <p>Google Earth</p> <p>Enquiry Cause and Effect</p>	<p>What is a mountain and how are they formed? I can describe how mountains are formed over millions of years.</p> <p>Cause and effect Continuity and change</p>	<p>What are the highest mountains in the UK and wider world? I can locate and name the highest mountains in the UK and wider world.</p> <p>Topological world map</p> <p>Location and Place Photographic -Digi maps unit</p>	<p>Which rocks are used as a natural resource in our area? I can investigate resources in our local area. I can use simple OS map symbols</p> <p>Local OS map</p> <p>Enquiry Planning and decision making</p>	
<p>What is the journey of a river?</p> 	<p>What is a river? I can name and label the main features of a river. I can ask geographical questions.</p> <p>A focus on Rivers-Digi Maps unit</p> <p>Cause and effect Continuity and change</p>	<p>Which rivers are near us? I can name and locate major rivers in the UK.</p> <p>UK Topological map</p> <p>Location and place</p>	<p>Where would you build a city? I can describe the uses/benefits /risks of living near a river.</p> <p>Planning and decision making</p>	<p>What happens when a river floods? I can describe the causes and effects of river flooding</p> <p>Cause and Effect</p>	<p>What cities are near rivers? I can name and locate major cities in the UK and the rivers they are near. I can find similarities and differences when comparing places.</p> <p>Planning and decision making</p>	<p>River fieldwork study I can record, observe and name geographical features of the local environment.</p> <p>Enquiry Planning and decision making</p>
<p>Why was Egypt located by the River Nile?</p> 	<p>Where is Egypt? I can name and locate some countries of the world. I can use the eight compass points.</p> <p>Where in the world-Digi Maps unit</p> <p>Location and place</p>	<p>Which are the longest rivers of the world? I can name and locate some world rivers and compare their lengths.</p> <p>World topological map</p> <p>Location and place</p>				

Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
<p>Y4</p> <p>Where is Greece?</p>   <p>Where does our food come from?</p>   <p>What is a volcano?</p>   	<p>Know at least 5 differences between living in the UK and a Mediterranean country like Greece Describe the physical and human features of a European country Know the names and locate 8 European countries Know the names of a number of European Capital cities</p> <p>Know where the Tropic of Cancer, Tropic of Capricorn and Greenwich Meridian are. Know What a tropical climate is like and why Name some 'Tropical' places and describe how they are changing Know that certain foods are abundant in different places due to climate and give examples Describe what is meant by Fair Trade and Food Miles</p> <p>Describe how a volcano is formed Identify where volcanoes are likely to be located Know what causes a volcano to erupt Describe the effects of a volcanic eruption Name and locate countries in the Roman Empire</p>	<p>Ask and respond to more searching Geographical questions including How? And Why?</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Observe record and explain physical and human features of the environment- Noise survey/ environmental quality survey</p> <p>Use a range of sources including digi maps atlases, globes, and satellite images to research and present geographical information.</p> <p>Use letter and number co ordinates to locate features on a map</p> <p>Express their opinions on environmental issues and recognize that other people may feel differently.</p> <p>Communicate geographical information through a range of methods including digi maps, plans, graphs and presentations.</p>	<p>Change and continuity: Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations</p> <p>Enquiry: Can cross-reference (compare) sources to help make more secure claims.</p> <p>Cause and effect: Can explain how different causes link together in a web of related causes or events.</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.</p> <p>Location and Place: Understand why and how people are affected by a range of locational factors e.g. political, topographical, cultural, climatic or economic. Can describe absolute and relative location with appropriate geographic vocab.</p> <p>Planning and decision making: Recognises that people may have different points of view and as a result may want/ take different decisions. Knows that plans needs to meet at least some criteria but also need to make a coherent whole.</p> <p>Health and well-being: Can classify factors e.g. environmental, social Understand that some factors can be controlled and some cannot.</p> <p>Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.</p>

Y4:	The Learning Journey...					
<p>Where is Greece?</p>  	<p>Where is Greece? I can name and locate 8 European Countries</p> <p>Discovering where in Atlases – Digi maps Unit</p> <p>Location and place</p>	<p>What is the capital of Greece? I can name and locate some European capital cities</p> <p>Europe political map</p> <p>Location and place</p>	<p>What are the physical & human features of mainland Greece and the Greek islands? I can describe some human and physical features of Greece.</p> <p>Topographical map of Greece/ Google Earth</p> <p>Location and place</p>	<p>How does Greece compare to the UK? I can describe differences and similarities between life in Greece and the UK e.g. climate, population, culture</p> <p>Change and continuity</p>	<p>What challenges has Greece faced in recent years? I know how European countries support each other in different ways.</p> <p>Significance Migration</p>	
<p>Where does our food come from?</p>  	<p>What does 'tropical' mean? I know where the Tropic of Cancer, Capricorn and the Greenwich Meridian are located.</p> <p>World political map</p> <p>Location and place</p>	<p>What does a tropical climate look like and why? I can describe the patterns of a tropical climate</p> <p>Location and place</p>	<p>Which tropical places would I like to visit? I can name and describe some Tropical places identifying patterns.</p> <p>Digi maps -Topically Where</p> <p>Location and place</p>	<p>Where in the world does food and other items come from? I know that different foods are abundant in different places and why</p> <p>Migration Cause and effect</p> <p>Digi maps-Developing place knowledge 12 / The World came to my place today.</p>	<p>What is fair trade and what are food miles? I can describe the benefits of fair trade and the disadvantages of food miles</p> <p>Enquiry Health and well-being Migration</p>	<p>Fair trade Field work study</p> <p>Enquiry Planning and decision making</p>
<p>What is a Volcano?</p>   	<p>How did they Roman Empire grow? I can name and locate countries in the Roman Empire</p> <p>Historical map</p> <p>Migration</p>	<p>How is a volcano formed? I can describe how a volcano is formed.</p> <p>Cause and effect</p>	<p>Where are volcanos located and why?</p> <p>Topographical/Tectonic World map</p> <p>Location and Place Cause and Effect</p>			

Learning focus & NC:

KNOWLEDGE

SKILLS

CONCEPTUAL UNDERSTANDING

Y5
How did the Saxons/Vikings shape our country?



Know the names of and locate at least 8 counties and 6 cities in England
Locate on a map where the Vikings came from and where they landed.
Know where Saxon/Viking settlements and Durham Cathedral were located and explain why
Identify local place names on a map
Plan a simple journey using a road map

Would you want to live in America?



Know the names of and locate a number of North/South American Countries
Describe the physical features of Mexico
Know key differences between living in the UK and a country in North America/South America in terms of climate, culture, population etc.
Know reasons why people migrate to different countries
Know what is meant by biomes, what the features of a specific biome are and its threats
Label the layers of a rainforest
Describe the effects of deforestation and know ways in which biomes can be protected
Know the names of and locate the world's deserts

How is our local area represented on the map?



Describe in detail the physical features of the local landscape and how it impacts on past and future development
Describe the local landscape using contour lines
Know how to Draw a sketch map
Know what some O.S. map symbols represent
Use 4 figure grid references

Ask and respond to questions that are more causal e.g. Why is that happening in this place? What are the effects of...? Could it happen here?
Recognise geographical issues affecting people in different environments.

Observe measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies- annotating photos and sketch maps of Raby including contours.

Use a range of maps and other sources of primary and secondary geographical information and select the most appropriate for the task.
Demonstrate an understanding between Ordnance Survey and other maps (e.g. digi maps, road maps, historical maps, leisure maps, tourist maps) and know when its appropriate to use each.
Use 4 figure grid references.

Express and explain their opinions on geographical and environmental issues and recognize why others people may feel differently.

Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.

Change and Continuity: Can define different types of change and their causes such as natural or human and understands that these are interwoven.

Enquiry: Understand that the utility of a piece of evidence varies according to the focus of enquiry. Can explain how a source is useful and know it depends upon the task.

Cause and effect: Understand that different causes have different levels of influence.




Migration: Can classify reasons for movement e.g. social, environmental, financial etc.
Can recognize where reasons are chosen or forced.
Can identify the impacts of movement on places and people

Location and Place: Understand similarity and difference occur because of a range of locational factors and can identify locational patterns

Planning and decision making : Know that collective decision making is determined by power. Knows that some groups or individuals have lots of power and some have very little.

Health and well-being: Know that some factors have more influence and that this changes with our knowledge of living things and over time.
Understand ways in which our choices can impact health both positively and negatively.

Significance: Can explain and apply criteria to judge why an event or person may be considered significant

Y5:	The Learning Journey...					
<p>How did the Saxons/Vikings shape our country?</p> 	<p>Which County do we live in? I can name and locate 8 counties and 6 cities in England</p> <p>UK Regional map</p> <p>Location and Place</p>	<p>Where did the Vikings come from? I know where and why the Vikings invaded the UK</p> <p>Migrations</p> <p>European political map UK Topographical map</p> <p>Location and Place Migration</p>	<p>Why are many UK settlements in similar locations ? I can identify patterns of settlement both now and in the past.</p> <p>Digi Maps</p> <p>Cause and effect Planning and decision making</p>	<p>What evidence of Saxon/Viking settlements are there on modern day maps? I can use place names to identify settlements from the past.</p> <p>Local OS map Enquiry</p>	<p>How could we get to Durham Cathedral? I can plan a route or journey .</p> <p>Road map</p> <p>Getting Here Digi maps unit</p> <p>Planning and decision making</p>	
<p>Would you want to live in America? Bio diversity in school</p> 	<p>Where is America? I Know the names of and locate several South/North American countries</p> <p>The Americas-Digi Maps</p> <p>Location and Place</p>	<p>What is the landscape in Mexico like? I can describe a range of landscapes found in a Country and identify landscape patterns.</p> <p>Location and Place</p>	<p>What is it like to live in Mexico? I know the key differences between life in the UK and Mexico e.g. Climate, culture, population, economy</p> <p>Enquiry Change and Continuity</p>	<p>Why do Mexicans move to America? I can describe some of the reasons that may cause people to move country.</p> <p>Migration</p>	<p>What is a biome? I can name & locate a range biomes around the world and describe rainforest biomes in detail.</p> <p>Location and Place</p> <p>Themes, projections and world regions-Digi Maps</p>	<p>Whys is the rainforest in danger? I can describe the effects of deforestation and know some ways biomes can be protected.</p> <p>Health and well being Change and Continuity</p>
<p>How is our landscape represented on maps?</p> <p>Landscape finger prints-digimaps</p> <p>Extreme great Britain</p> <p>Marks on the landscape Treasure hunt</p> 	<p>What is our local landscape like? I can use mapping contours to identify landscape features</p> <p>Landscape finger prints-Digi Maps</p>	<p>How do humans impact the landscape? I can describe the marks that humans leave on the landscape</p> <p>Marks on the landscape-Digi Maps</p>	<p>What are the extremes of landscape in our country? I can identify the most extreme landscape features in the UK</p> <p>Extreme Great Britain-Digi Maps</p>	<p>How can I use 4 figure Grid references? I can use 4 figure grid references to locate places on an OS map.</p> <p>Treasure hunt</p>	<p>How can I record the landscape of the local area? I can draw sketch maps and annotate photographs of the local area</p>	<p>FIELDWORK STUDY-SCHOOL MICROCLIMATE</p>

Learning focus & NC:

KNOWLEDGE

SKILLS

CONCEPTUAL UNDERSTANDING

Y6
How has our area developed over time?



- Know what urbanisation is and describe its effects e.g. migration, development of housing, loss of green spaces
- Know industrialisation is and describe its effects e.g. increased industry, jobs, migration, economic growth, transport,
- Name local, natural resources e.g. coal, lead available in our local area. Describe their uses.
- Describe land-use patterns locally
- Name 3 non-renewable energy sources

How did the world change during the wars?



- Locate and name all the European countries and their capital cities
- understand 6 figure grid references
- Name and locate Greenwich (Prime) Meridien, international date line, lines of longitude
- Know what a time zone is and why we have them
- Know the location of The Galapagos islands and how to get there.
- Know that the following locational factors make the Galapagos islands unique:
 - near equator. (tropical climate)
 - over 1000km from mainland South America (Endemic species)
 - tectonic hot spot (volcanic islands)
 - Humboldt Current (cooler & drier)

What is it like in the Galapagos?



- Name 3 ways that the Galapagos islands are protected e.g. tourist rules, limiting visitors, conservation
- Know that increasing levels of CO2 in the atmosphere is contributing to global warming.
- Know 3 negative effects of global warming
- Name 3 ways we can reduce CO2 emissions & protect the planet
- Name renewable energy sources
- Describe 6 figure grid references

Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?

Make predictions and test simple hypotheses about people, places and geographical issues.

Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings- local land use survey Staindrop v Barnard Castle

Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps.

Recognise an increasing number of Ordnance survey symbols on maps and use 6 figure grid references.

Develop their understanding of differing views and attitudes to critically evaluate local geographical issues and events.

Communicate geographical information using a wide range of methods including writing at length.

Change and Continuity:

Enquiry:
Cause and effect:


Migration:


Location and Place:

Planning and decision making :
Health and well-being:
Significance:

Y6: The Learning Journey...

<p>How has our local area changed over time?</p> 	<p>What is urbanisation and why does it happen? I can explain why people move from towns to cities and why urban areas grow.</p> <p>Cause and Effect Continuity and Change</p> <p>OS Map-Historical/current</p>	<p>How does Industry change an area? I can find out how land use has changed in my local area.</p> <p>Digi maps Cause and Effect Continuity and Change</p> <p>OS Map local Mining maps-National Library of Scotland</p>	<p>What land used for in our area today? I can investigate patterns of land use in my area.</p> <p>Digi maps- Coloring Land use.</p> <p>Location and Place</p>	<p>What other materials are in our area? I can name some local raw materials in my area and describe their uses.</p> <p>Continuity and Change</p>	<p>FIELDWORK STUDY- Investigation into the local High Street</p>
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<p>How did the Europe change during the wars?</p> 	<p>Who were the allied / axis forces? I can name all of the European countries and their capital cities.</p> <p>Political Map-Europe</p> <p>Location and Place</p>	<p>How could I have gathered intelligence for the RAF in WW2? I can understand and plot 6 figure grid references to accurately record/find enemy locations on a map TRENCH BROTHERS EDUCATION ZONE- Reconnaissance mission resource</p> <p>Location and place Planning and decision making</p>			
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<p>What is it like in the Galapagos?</p> 	<p>What are time zones? I can use time zones and calculate time differences</p> <p>Exploring Time Zones- Digi maps</p> <p>Location and Place</p>	<p>What are the Galapagos Island like and why? I can describe the locational features of the Galapagos Islands.</p> <p>Location and Place</p> <p>Topographical map- Galapagos Islands</p>	<p>In what ways can tectonic activity affect the environment? I can describe how tectonic activity can shape a landscape</p> <p>Tectonic World Map</p>	<p>What is threatening our planet's survival? I can describe how Global Warming is damaging our planet</p> <p>Continuity and Change Cause and Effect Health and Well-being</p>	<p>What is renewable energy? I can name some renewable energy sources and describe their benefits.</p> <p>Cause and Effect</p>	<p>How can humans protect the environment? I can name and describe ways to protect the planet.</p> <p>Cause and</p>	<p>Where did Darwin walk? I can understand and plot 6 figure grid references.</p> <p>Location and place</p>
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1. Create a study question

2. Data collection
(primary & secondary)

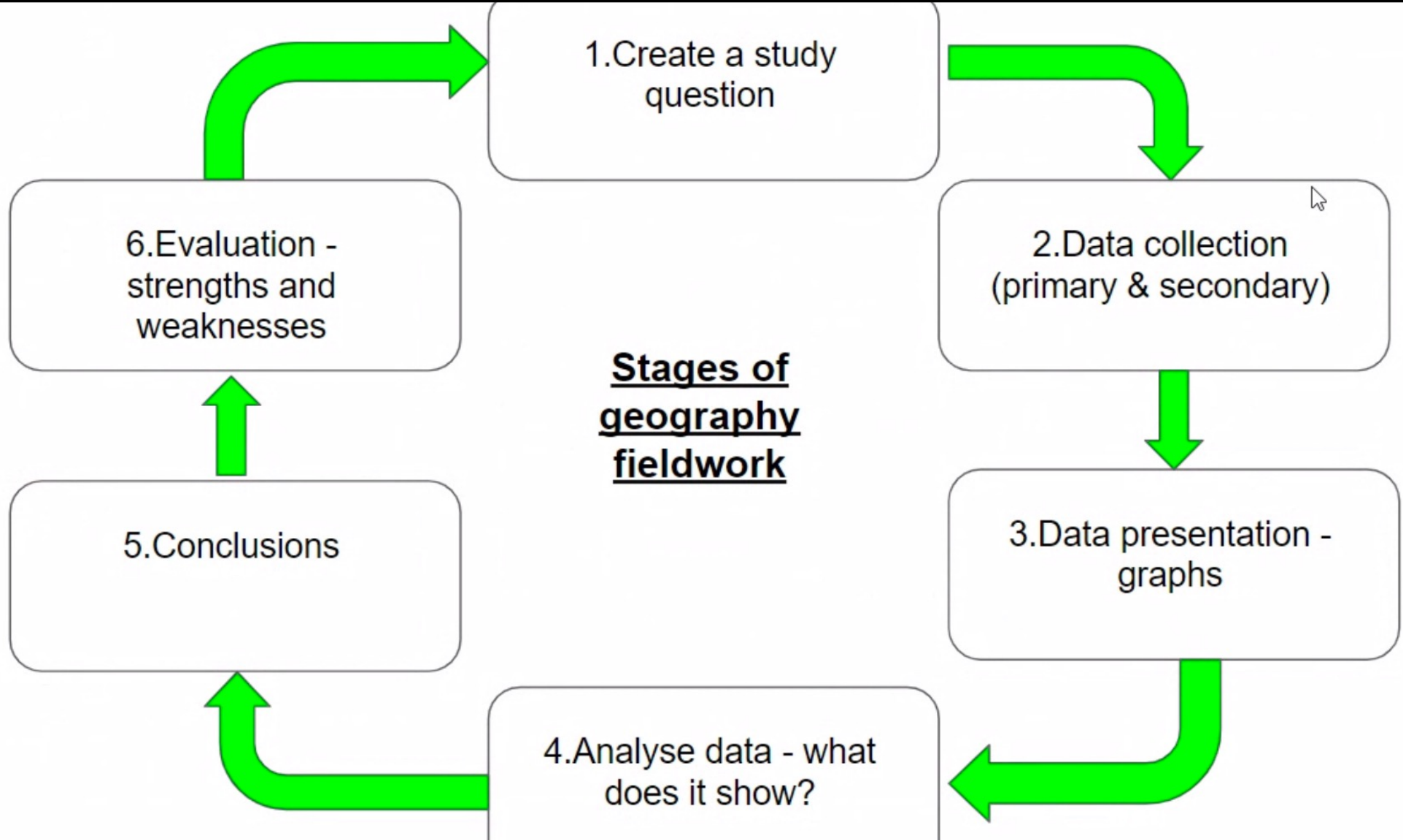
3. Data presentation -
graphs

4. Analyse data - what
does it show?

5. Conclusions

6. Evaluation -
strengths and
weaknesses

**Stages of
geography
fieldwork**



Human investigation

Look at risks? Look at study area... Is it an appropriate question?

Why do people come to the shop in Staindrop?

Record data e.g. tally, ask ages?

1.Question:
Is our local high street a popular shopping destination?



2.Collect data:
Pedestrian count at different locations on a high street

Varied data: Different times, locations, days etc



3.Process and present data:
Bar graph which annotates a map showing different locations. This could be done at different times/day by different classes
Students work out the mean value

Statistical skills: differences, average etc. calculators
Preparation for later study.



4.Use data to work out if it was popular and why

Connect bar charts to locations on map/photo by string etc Large scale data presentation around a map

Stages of geography fieldwork

Evaluation:
Was the pedestrian count completed when most people shop?
Was the pedestrian count done for long enough?

External impacts-weather
Was the data representative?
Did we do it long enough?
Number of locations?
Let mistakes be made as long as discussed later



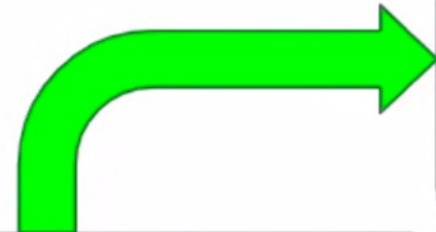
5.Conclusions
What do we see? Why do we think this has happened?

Could collect data from parents at home...(covid adaptation)



Fieldwork example 1:

Investigation into local high street



Fieldwork example 2:
Investigation into school microclimate

Does the temperature change with distance from the school building?

Physical investigation

1.Question:
Does our school have a microclimate?



2.Collect data:
Use of thermometers to record temperature at different locations (close to school buildings, further away, shade, different surface colours)



3.Process and present data:
Pictogram which annotates a map showing different locations.

Students work out the mean value or range

Data analysis:
quotes
statistics



4.Use data:
E.g. distance from school where a change in temperature took place

5.Conclusions
Where does the school leak energy more /less energy efficient?



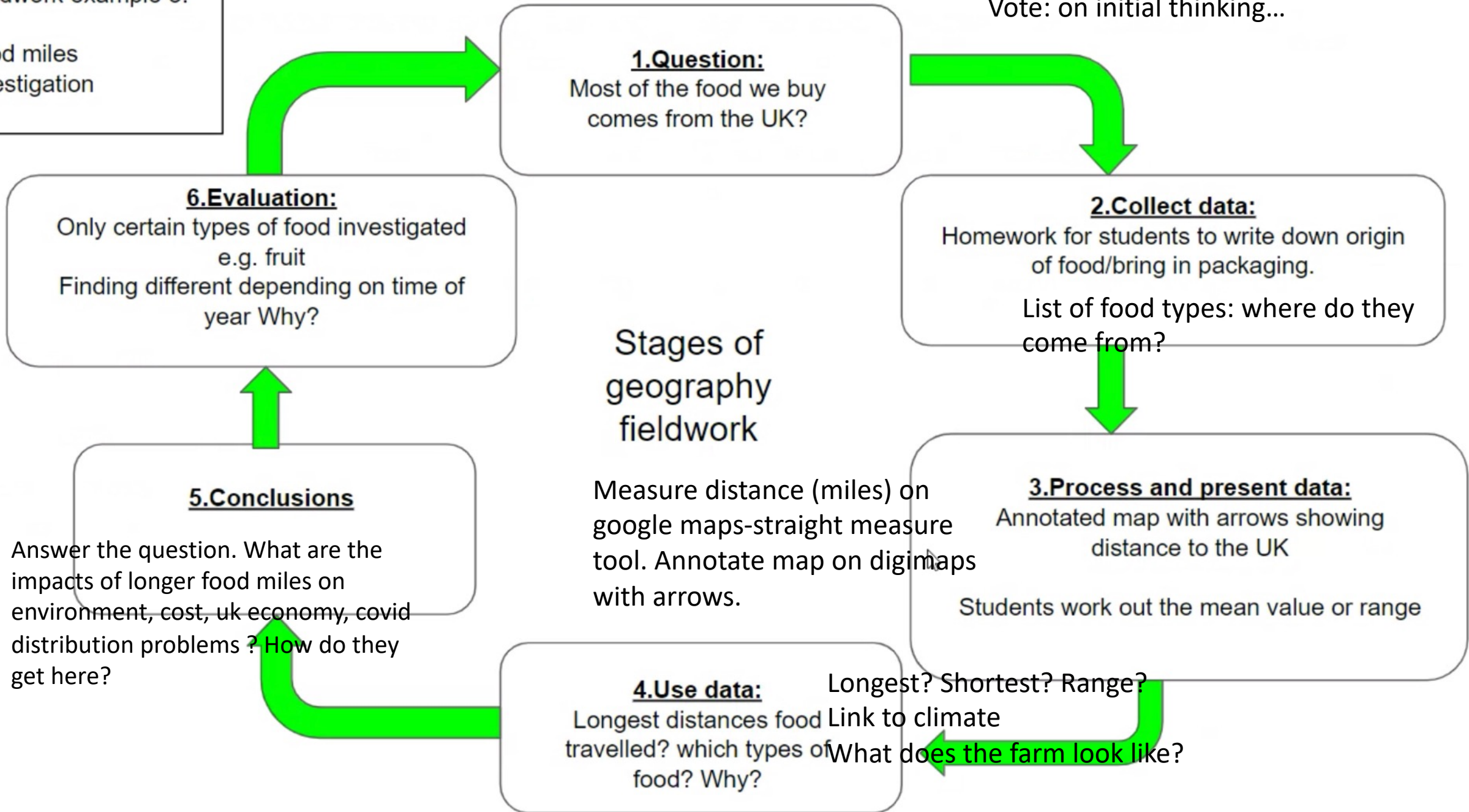
6.Evaluation:
Was the thermometer held in the wrong place?
Was the thermometer given long enough to adjust to the temperature?
Did we use enough different locations?









Stages of geography fieldwork















Fieldwork example 3:
Food miles investigation









EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Street House School Bungalow Church Zebra crossing Traffic lights bridge	Near Far Left Right Building Address Country Village Farm Town City	City Capital London Cardiff Edinburgh Belfast Dublin Monument	Settlement Community Landscape Soil Rock formation Stone Henge Quarry Cliffs Fossils Clay Peat Weathering Sedimentary/igneous/metamorphic OS symbols	Europe Economics Refugee Migrate Islands Mainland Peninsula Mediterranean Terrain Climate Culture Debt crisis	Counties Regional councils Kingdoms Scale Positions Push factor Pull factor Absolute /relative location Migration Scandinavia Dunholm Lindisfarne	Urban Rural Urbanisation Industrailisation Greenfield area Development Land use patterns Population Non-renewable Natural resources Fossil fuels key
Left right Forwards Backwards Above Under Tunnel roundabout	Winter North South East West Spring Summer Autumn seasons North Pole South Pole Cold Wet Dry hot Rainfall weather	Country Equator Climate Aerial view Beach Coastal Savannah Scrubland Plains Safari Game reserve Continents Oceans	River Course spring Bank Bed Flow Velocity Current Meander Condensations precipitation Evaporation Flooding Erosion Deposits Estuary Dam	Longitude Latitude Tropical Tropic of Cancer Tropic of Capricorn Temperate climate Hurricane Fair trade Food miles Provenance Seasonal Producer Consumer Abundant Port Import Export standards	Immigration Developing/developed countries Biomes Rainforest, tundra. Coniferous, deciduous , desert Deforestations Understory, forest floor, canopy, emergent layer Extinctions Destruction Habitat Protection Preservation Palm oil logging	Political map European Capital Cities e.g. Paris, Berlin, Madrid, Rome, Lisbon, Minsk, Warsaw, Zagreb,
Map Teacher Caretaker Cleaner Police officer Doctor dentist	Transport England Travel Wales Holiday Scotland Journey Northern Ireland Coast Eire Seaside Railway Station pier	Hills Mountains Peaks National Park Tourism Route Development Landscape valley	Political map Country European Union River Names e.g. Nle, Amazon Flood plains	Volcanoes Eruption Lava Molten Disaster Tectonic plates Hazard Empire Control power	Relief map Contour Height Sketch map Field work Grid reference Micro-climate	Climate change Darwin Galapagos Islands Eco system Bio-diversity Time Zones GMT Hemisphere Naturalist Earthquake international date line Pollution prime meridien Global warming Renewable energy


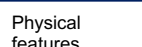






<p><u>Year 1 Geography assessment Topics:</u></p> <p>Where do I live? What is in a town?</p> <p>Where is the North/South Pole? What is a cold place like? Which way is North?</p> <p>Where in the UK could we visit? When should we go to the seaside?</p>	<p>Geographical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Climate</p> </div> <div style="text-align: center;">  <p>Global</p> </div> <div style="text-align: center;">  <p>Coastal</p> </div> <div style="text-align: center;">  <p>Local</p> </div> <div style="text-align: center;">  <p>Settlement and urbanisation</p> </div> <div style="text-align: center;">  <p>UK</p> </div> </div>	<p>Prior Learning:</p> <ul style="list-style-type: none"> • All about my home-EYFS • Outdoor area map-EYFS • Wellie walk-EYFS 			
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>			
	<p>•Ask and answer simple Geographical questions</p> <p>•Describe similarities and differences when studying places and features</p> <p>•Observe and describe daily weather patterns</p> <p>•Use simple fieldwork and observational skills when studying the geography of the school and grounds- sensory map of school grounds</p> <p>•Use simple maps, globes infant atlases and pictures.</p> <p>•Know that symbols mean something on a map</p> <p>•Use maps and images to talk about everyday life.</p> <p>• Draw speak and write about simple geographical concepts such as what they can see</p> <p>Change and continuity: Within clearly defined categories can identify simple similarities and differences between 2 fixed points.</p> <p>Enquiry: Can draw information from sources of evidence to make simple claims about events, places or people.</p> <p>Location and Place: Use appropriate geographical terminology to describe location and place- absolute and relative.</p> <p>Planning and decision making: Can make choices about their own actions or immediate environment using more than one option.</p> <p>Cause and effect: Can identify and explain causes that led to an event including multiple causes</p> <p>Migration: Identify reasons why people don't stay in the same place</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9ead3; padding: 5px;"> <p>Core Knowledge: TERM 1</p> <ul style="list-style-type: none"> • KNOW THE MAIN DIFFERENCES BETWEEN A TOWN, VILLAGE AND CITY • KNOW THEIR OWN ADDRESS INCLUDING THEIR POSTCODE </td> <td style="background-color: #d9ead3; padding: 5px;"> <p>Core Knowledge: TERM 2</p> <ul style="list-style-type: none"> • KNOW FEATURES OF COLD PLACES IN THE WORLD • KNOW THE NAMES OF SOME COLD PLACES IN THE WORLD • KNOW HOW PEOPLE LIVE IN THE SOUTH POLE • KNOW WHERE THE EQUATOR, THE NORTH POLE AND THE SOUTH POLE ARE ON A GLOBE. • KNOW WHICH IS N, S,E AND W ON A COMPASS </td> <td style="background-color: #d9ead3; padding: 5px;"> <p>Core Knowledge: TERM 3</p> <ul style="list-style-type: none"> • KNOW THE NAME OF THE 4 COUNTRIES THAT MAKE UP THE UK AND THE THREE SEAS THAT SURROUND THEM • KNOW WHICH IS THE HOTTEST AND COLDEST SEASON IN THE UK • KNOW AND RECOGNISE THE MAIN WEATHER SYMBOLS </td> </tr> </table>	<p>Core Knowledge: TERM 1</p> <ul style="list-style-type: none"> • KNOW THE MAIN DIFFERENCES BETWEEN A TOWN, VILLAGE AND CITY • KNOW THEIR OWN ADDRESS INCLUDING THEIR POSTCODE 	<p>Core Knowledge: TERM 2</p> <ul style="list-style-type: none"> • KNOW FEATURES OF COLD PLACES IN THE WORLD • KNOW THE NAMES OF SOME COLD PLACES IN THE WORLD • KNOW HOW PEOPLE LIVE IN THE SOUTH POLE • KNOW WHERE THE EQUATOR, THE NORTH POLE AND THE SOUTH POLE ARE ON A GLOBE. • KNOW WHICH IS N, S,E AND W ON A COMPASS 	<p>Core Knowledge: TERM 3</p> <ul style="list-style-type: none"> • KNOW THE NAME OF THE 4 COUNTRIES THAT MAKE UP THE UK AND THE THREE SEAS THAT SURROUND THEM • KNOW WHICH IS THE HOTTEST AND COLDEST SEASON IN THE UK • KNOW AND RECOGNISE THE MAIN WEATHER SYMBOLS 	
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<p><u>% On Track :</u></p>					










<p align="center">Year 2 Geography assessment Topics:</p> <p>What is A capital city? What would it be like to live in a village in Africa? Why do people visit our local area?</p>	<p align="center">Geographical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> UK</div> <div style="text-align: center;"> Global</div> <div style="text-align: center;"> Settlement and urbanisation</div> <div style="text-align: center;"> Climate</div> <div style="text-align: center;"> Local</div> <div style="text-align: center;"> Physical features</div> </div>						<p align="center">Prior Learning:</p>	
<p align="center">Pupils Working towards expected:</p>	<p align="center">Skills/concepts Covered:</p>	<p align="center">Pupils working at Greater Depth:</p>						
	<p>•Ask and answer simple Geographical questions when investigating different places and environments. •Describe similarities, differences and patterns e.g. comparing lives of children in different places •Identify seasonal and daily weather patterns •Develop simple fieldwork and observational skills when studying the geography of the school and local environment- Traffic survey, village walk •Use sources such as large -scale maps, globes, aerial photos to identify features and places as well as follow routes. •Use simple compass directions as well as directional language when describing features and routes.</p> <ul style="list-style-type: none"> • Express views about an environment and recognize how people can affect the environment • Create their own simple maps and symbols <p>Change and continuity: Can identify developments over defined periods of time.</p> <p>Enquiry: Knows that we create our own interpretations of events by drawing inferences from evidence going beyond what sources say directly.</p> <p>Cause and effect: Can explain how different causes link together in chains of events.</p> <p>Migration: Recognize that there can be multiple reasons for movement from one place to another.</p> <p>Location and Place: Can give examples of the way in which people and place are/were affected by location. Can explain that places which share similar locations may share common characteristics and that this is central to the people who live there.</p> <p>Planning and decision making: Recognises that some plans and decisions are better suited to achieving specific aims</p> <p>Health and well-being: Identify factors affecting health both positive and negative.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Core Knowledge: TERM 1</th> <th style="background-color: #d9ead3;">Core Knowledge: TERM 2</th> <th style="background-color: #d9ead3;">Core Knowledge: TERM 3</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;"> <ul style="list-style-type: none"> • EXPLAIN SOME ADVANTAGES AND DISADVANTAGES OF LIVING IN A CITY • KNOW THE NAMES OF AND LOCATE THE FOUR CAPITAL CITIES OF ENGLAND, WALES, SCOTLAND AND NORTHERN IRELAND • KNOW AND USE THE TERMINOLOGY- LEFT RIGHT BELOW NEXT TO • NAME AND DESCRIBE SOME FEATURES OF LONDON </td> <td style="background-color: #d9ead3;"> <ul style="list-style-type: none"> • EXPLAIN SOME ADVANTAGES AND DISADVANTAGES OF LIVING IN A VILLAGE • KNOW SOME OF THE DIFFERENCES BEWTWEEN STAINDROP AND A VILLAGE IN AFRICA • KNOW THE NAMES OF AND LOCATE THE SEVEN CONTINENTS OF THE WORLD • KNOW THE NAMES OF AND LOCATE THE FIVE OCEANS OF THE WORLD • UNDERSTAND A CONTINENT IS MADE UP FROM SEVERAL COUNTRIES E.G AFRICA • KNOW THAT DIFFERENT PARTS OF THE SAME CONTINENT CAN BE DIFFERENT IN TERMS OF CLIMATE, LANDSCAPE AND DEVELOPMENT </td> <td style="background-color: #d9ead3;"> <ul style="list-style-type: none"> • IDENTIFY THE FOLLOWING PHYSICAL FEATURE: MOUNTAIN, LAKE, ISLAND, VALLEY, RIVER, CLIFF FOREST NATIONAL PARK AND BEACH ON LOCAL PHOTOS AND MAPS • IDENTIFY HUMAN FEATURES OF A LOCAL AREA • KNOW WHY BUILDINGS ARE SITUATED IN SPECIFIC PLACES • KNOW REASONS WHY PEOPLE CHOOSE VISIT A LOCAL AREA • LOOK AT LOCAL MAPS IDENTIFYING FEATURES AND PATTERNS </td> </tr> </tbody> </table>	Core Knowledge: TERM 1	Core Knowledge: TERM 2	Core Knowledge: TERM 3	<ul style="list-style-type: none"> • EXPLAIN SOME ADVANTAGES AND DISADVANTAGES OF LIVING IN A CITY • KNOW THE NAMES OF AND LOCATE THE FOUR CAPITAL CITIES OF ENGLAND, WALES, SCOTLAND AND NORTHERN IRELAND • KNOW AND USE THE TERMINOLOGY- LEFT RIGHT BELOW NEXT TO • NAME AND DESCRIBE SOME FEATURES OF LONDON 	<ul style="list-style-type: none"> • EXPLAIN SOME ADVANTAGES AND DISADVANTAGES OF LIVING IN A VILLAGE • KNOW SOME OF THE DIFFERENCES BEWTWEEN STAINDROP AND A VILLAGE IN AFRICA • KNOW THE NAMES OF AND LOCATE THE SEVEN CONTINENTS OF THE WORLD • KNOW THE NAMES OF AND LOCATE THE FIVE OCEANS OF THE WORLD • UNDERSTAND A CONTINENT IS MADE UP FROM SEVERAL COUNTRIES E.G AFRICA • KNOW THAT DIFFERENT PARTS OF THE SAME CONTINENT CAN BE DIFFERENT IN TERMS OF CLIMATE, LANDSCAPE AND DEVELOPMENT 	<ul style="list-style-type: none"> • IDENTIFY THE FOLLOWING PHYSICAL FEATURE: MOUNTAIN, LAKE, ISLAND, VALLEY, RIVER, CLIFF FOREST NATIONAL PARK AND BEACH ON LOCAL PHOTOS AND MAPS • IDENTIFY HUMAN FEATURES OF A LOCAL AREA • KNOW WHY BUILDINGS ARE SITUATED IN SPECIFIC PLACES • KNOW REASONS WHY PEOPLE CHOOSE VISIT A LOCAL AREA • LOOK AT LOCAL MAPS IDENTIFYING FEATURES AND PATTERNS 	
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<p>Year 3 Geography assessment</p> <p>Topics:</p> <p>What is the earth made of? What is the journey of a river? Why was Egypt located by the River Nile?</p>	<p>Historical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Physical features</div> <div style="text-align: center;"> Hazards</div> <div style="text-align: center;"> Local</div> <div style="text-align: center;"> Europe</div> <div style="text-align: center;"> Global</div> <div style="text-align: center;"> Settlement and urbanisation</div> </div>	<p>Prior Learning:</p>						
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>						
	<p>•Ask and answer more searching geographical questions when investigating different places and environments</p> <p>•Identify similarities, differences, and patterns when comparing places and features.</p> <p>•Observe record and name geographical and human features of the environment- River study</p> <p>•Use a range of sources including digi maps atlases, globes, and satellite images to research and present ideas.</p> <ul style="list-style-type: none"> Use the eight compass points and recognize some ordnance survey symbols. Express their opinions on environmental issues and recognize how people can affect the environment positively and negatively <p>Change and continuity: Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations</p> <p>Enquiry: Can cross-reference (compare) sources to help make more secure claims.</p> <p>Cause and effect: Can explain how different causes link together in a web of related causes or events.</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.</p> <p>Location and Place: Understand why and how people are affected by a range of locational factors e.g. political, topographical, cultural, climatic or economic.Can describe absolute and relative location with appropriate geographic vocab.</p> <p>Planning and decision making: Recognises that people may have different points of view and as a result may want/ take different decisions. Knows that plans needs to meet at least some criteria but also need to make a coherent whole.</p> <p>Health and well-being: Can classify factors e.g. environmental, social Understand that some factors can be controlled and some cannot.</p> <p>Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Core Knowledge: TERM 1</th> <th style="background-color: #d9ead3;">Core Knowledge: TERM 2</th> <th style="background-color: #d9ead3;">Core Knowledge: TERM 3</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;"> <ul style="list-style-type: none"> Describe with examples how natural rock formations have shaped our local area Name and describe famous rock formations in the wider world Understand what a mountain is and describe how it's formed. Name the highest Mountains in the countries of the UK and some in the rest of the world Describe how and where rocks are mined as a natural resource in our area </td> <td style="background-color: #d9ead3;"> <ul style="list-style-type: none"> Know and label the main features of a river Know, name and locate the main rivers of the UK Know the name of and locate a number of the world's longest rivers Explain the features of the water cycle Know why most cities are by rivers Name 6 cities in England and locate them on the map. </td> <td style="background-color: #d9ead3;"> <ul style="list-style-type: none"> Know the names of some countries in the world including Egypt Know the name of and locate a number of the world's longest rivers </td> </tr> </tbody> </table>	Core Knowledge: TERM 1	Core Knowledge: TERM 2	Core Knowledge: TERM 3	<ul style="list-style-type: none"> Describe with examples how natural rock formations have shaped our local area Name and describe famous rock formations in the wider world Understand what a mountain is and describe how it's formed. Name the highest Mountains in the countries of the UK and some in the rest of the world Describe how and where rocks are mined as a natural resource in our area 	<ul style="list-style-type: none"> Know and label the main features of a river Know, name and locate the main rivers of the UK Know the name of and locate a number of the world's longest rivers Explain the features of the water cycle Know why most cities are by rivers Name 6 cities in England and locate them on the map. 	<ul style="list-style-type: none"> Know the names of some countries in the world including Egypt Know the name of and locate a number of the world's longest rivers 	
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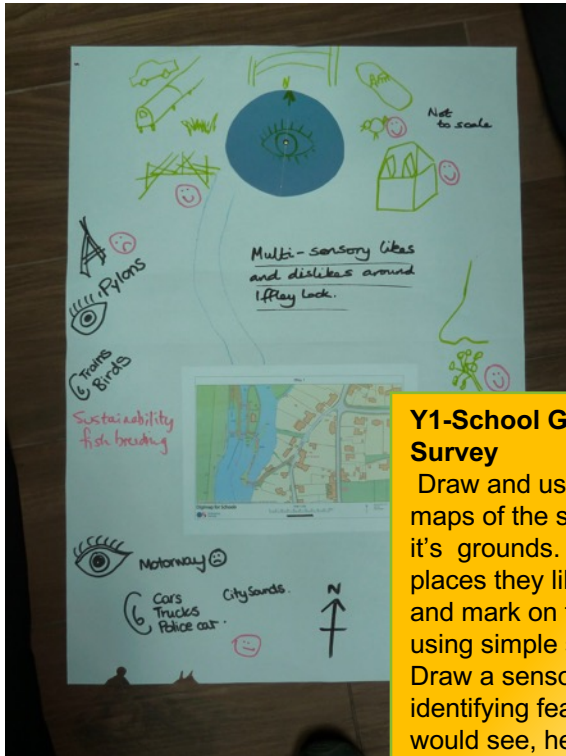
% On Track :

<p>Year 4 Geography assessment Topics:</p> <p>Where is Greece? Where does our food come from? What is a volcano?</p>	<p>Geographical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Europe</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Settlement and urbanisation</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Local</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Physical features</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Global</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Hazards</div> </div> </div>			<p>Prior Learning:</p> <p>Rocks and soils-Y3 Flooding/Rivers-Y3</p>			
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>			<p>Pupils working at Greater Depth:</p>			
	<ul style="list-style-type: none"> Ask and respond to more searching Geographical questions including How? And Why? Identify and describe similarities, differences and patterns when investigating different places, environments and people. Observe record and explain physical and human features of the environment- Noise survey/ environmental quality survey Use a range of sources including digi maps atlases, globes, and satellite images to research and present geographical information. Use letter and number co ordinates to locate features on a map Express their opinions on environmental issues and recognize that other people may feel differently. Communicate geographical information through a range of methods including digi maps, plans, graphs and presentations. <p>Change and continuity: Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations Enquiry: Can cross-reference (compare) sources to help make more secure claims.</p> <p>Cause and effect: Can explain how different causes link together in a web of related causes or events.</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.</p> <p>Location and Place: Understand why and how people are affected by a range of locational factors e.g. political, topographical, cultural, climatic or economic. Can describe absolute and relative location with appropriate geographic vocab.</p> <p>Planning and decision making: Recognises that people may have different points of view and as a result may want/ take different decisions. Knows that plans needs to meet at least some criteria but also need to make a coherent whole.</p> <p>Health and well-being: Can classify factors e.g. environmental, social Understand that some factors can be controlled and some cannot.</p> <p>Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9ead3; padding: 5px;"> <p>Core Knowledge: TERM 1</p> <p>Know at least 5 differences between living in the UK and a Mediterranean country like Greece Describe the physical and human features of a European country Know the names and locate 8 European countries Know the names of a number of European Capital cities</p> </td> <td style="background-color: #d9ead3; padding: 5px;"> <p>Core Knowledge: TERM 2</p> <p>Know where the Tropic of Cancer, Tropic of Capricorn and Greenwich Meridian are. Know What a tropical climate is like and why Name some 'Tropical' places and describe how they are changing Know that certain foods are abundant in different places due to climate and give examples Describe what is meant by Fair Trade and Food Miles</p> </td> <td style="background-color: #d9ead3; padding: 5px;"> <p>Core Knowledge: TERM 2</p> <p>Describe how a volcano is formed Identify where volcanoes are likely to be located Know what causes a volcano to erupt Describe the effects of a volcanic eruption Name and locate countries in the Roman Empire</p> </td> </tr> </table>			<p>Core Knowledge: TERM 1</p> <p>Know at least 5 differences between living in the UK and a Mediterranean country like Greece Describe the physical and human features of a European country Know the names and locate 8 European countries Know the names of a number of European Capital cities</p>	<p>Core Knowledge: TERM 2</p> <p>Know where the Tropic of Cancer, Tropic of Capricorn and Greenwich Meridian are. Know What a tropical climate is like and why Name some 'Tropical' places and describe how they are changing Know that certain foods are abundant in different places due to climate and give examples Describe what is meant by Fair Trade and Food Miles</p>	<p>Core Knowledge: TERM 2</p> <p>Describe how a volcano is formed Identify where volcanoes are likely to be located Know what causes a volcano to erupt Describe the effects of a volcanic eruption Name and locate countries in the Roman Empire</p>	
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<p>Year 5 Geography assessment</p> <p>Topics:</p> <p>Who invaded and settled after the Romans? Who were the Ancient Maya? Who was the Rose of Raby?</p>	<p style="text-align: center;">Geographical Skills Covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  UK </div> <div style="text-align: center;">  Physical features </div> <div style="text-align: center;">  Resources and Economics </div> <div style="text-align: center;">  Local </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  Settlement and urbanisation </div> <div style="text-align: center;">  Europe </div> <div style="text-align: center;">  Climate </div> <div style="text-align: center;">  Global </div> </div>	<p>Prior Learning:</p> <p>Roman Empire-Y4 Local River study-Y3 Mediterranean climate-Y4 Villages/Towns and countries of UK-KS1</p>			
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>			
	<ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. Why is that happening in this place? What are the effects of...? Could it happen here? Recognise geographical issues affecting people in different environments. Observe measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies- annotating photos and sketch maps of Raby including contours. Use a range of maps and other sources of primary and secondary geographical information and select the most appropriate for the task. Demonstrate an understanding between Ordnance Survey and other maps (e.g. digi maps, road maps, historical maps, leisure maps, tourist maps) and know when it's appropriate to use each. Use 4 figure grid references. Express and explain their opinions on geographical and environmental issues and recognize why others people may feel differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. <p>Change and Continuity: Can define different types of change and their causes such as natural or human and understands that these are interwoven.</p> <p>Enquiry: Understand that the utility of a piece of evidence varies according to the focus of enquiry. Can explain how a source is useful and know it depends upon the task.</p> <p>Cause and effect: Understand that different causes have different levels of influence.</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.</p> <p>Can identify the impacts of movement on places and people</p> <p>Location and Place: Understand similarity and difference occur because of a range of locational factors and can identify locational patterns</p> <p>Planning and decision making : Know that collective decision making is determined by power. Knows that some groups or individuals have lots of power and some have very little.</p> <p>Health and well-being: Know that some factors have more influence and that this changes with our knowledge of living things and over time. 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<p>% On Track :</p>					

<p>Year 6 Geography assessment</p> <p>Topics:</p> <p>What is it like in the Galapagos? How did our local area change over time? How did Europe change during the wars?</p>	<p>Geographical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Global</p>  </div> <div style="text-align: center;"> <p>Physical features</p>  </div> <div style="text-align: center;"> <p>Coastal</p>  </div> <div style="text-align: center;"> <p>Climate</p>  </div> <div style="text-align: center;"> <p>Settlement and urbanisation</p>  </div> <div style="text-align: center;"> <p>Local</p>  </div> <div style="text-align: center;"> <p>UK</p>  </div> <div style="text-align: center;"> <p>Resources and Economics</p>  </div> <div style="text-align: center;"> <p>Europe</p>  </div> </div>	<p>Prior Learning:</p> <p>Tropics/lines of latitude-Y5 Biomes-Y4 Volcanic activity/flooding- Y4/Y3 Europe/Greece-Y4 South/Central America-Y5 4 Figure grid references-Y4 Seaside-KS1</p>			
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>			
	<ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings- local land use survey Staindrop v Barnard Castle Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps. Recognise an increasing number of Ordnance survey symbols on maps and use 6 figure grid references. Develop their understanding of differing views and attitudes to critically evaluate local geographical issues and events. Communicate geographical information using a wide range of methods including writing at length. <p>Change and continuity: Understands that change can vary in rate, scale, extent, time and space including identification of critical incidents/turning points and trends.</p> <p>Enquiry: Can explain how the author, audience and purpose of evidence might affect its weight for a purpose.</p> <p>Significance: Can compare significance and use criteria to order events or people by significance.</p> <p>Cause and effect: Can rank or order causes according to their impact and recognizes the difference between primary and secondary effects.</p> <p>Migration: Can gather and describe differing viewpoints on migration and it's impacts.</p> <p>Planning & Decision Making: Knows that decision making creates conflict which can be resolved by a variety of methods.</p> <p>Health and well-being: Understand ways in which our choices can impact our health both positively and negatively. Gain a greater understanding of how health can relate to both the physical and mental.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Core Knowledge: TERM 1</p> <p>Know about time zones and work out differences</p> <p>Use locational knowledge to describe the climate and biodiversity of the Galapagos islands</p> <p>Describe the causes and effects of global warming</p> <p>Explain the causes and effects of tectonic activity</p> <p>Use google earth to explore a country or place</p> <p>Know some different ways that humans can protect the environment</p> <p>Name some renewable energy sources locally</p> <p>understand 6 figure grid references</p> </td> <td style="width: 33%; vertical-align: top;"> <p>Core Knowledge: TERM 2</p> <p>Know what urbanisation is and describe its effects</p> <p>Know industrialisation is and describe its effects</p> <p>Locate natural resources e.g. coal, lead available in our local area.</p> <p>Describe land-use patterns locally</p> <p>Name some non-renewable energy sources</p> </td> <td style="width: 33%; vertical-align: top;"> <p>Core Knowledge: TERM 3</p> <p>Locate and name all European countries and their capital cities</p> <p>understand 6 figure grid references</p> </td> </tr> </table>	<p>Core Knowledge: TERM 1</p> <p>Know about time zones and work out differences</p> <p>Use locational knowledge to describe the climate and biodiversity of the Galapagos islands</p> <p>Describe the causes and effects of global warming</p> <p>Explain the causes and effects of tectonic activity</p> <p>Use google earth to explore a country or place</p> <p>Know some different ways that humans can protect the environment</p> <p>Name some renewable energy sources locally</p> <p>understand 6 figure grid references</p>	<p>Core Knowledge: TERM 2</p> <p>Know what urbanisation is and describe its effects</p> <p>Know industrialisation is and describe its effects</p> <p>Locate natural resources e.g. coal, lead available in our local area.</p> <p>Describe land-use patterns locally</p> <p>Name some non-renewable energy sources</p>	<p>Core Knowledge: TERM 3</p> <p>Locate and name all European countries and their capital cities</p> <p>understand 6 figure grid references</p>	
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Progression in fieldwork and mapwork studies:

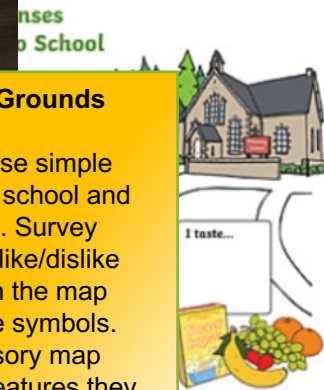


Y1-School Grounds Survey

Draw and use simple maps of the school and its grounds. Survey places they like/dislike and mark on the map using simple symbols. Draw a sensory map identifying features they would see, hear, smell & feel around the school and grounds.



😊 awesome
 😐 ok
 😞 forget it



Vehicles on the road	
Car	
Bike	
Lorry	
Bus	
Motorbike	



Journey Booklets

Use a heart shape mask in Taggedo to past words describing what you like about a place.



Double sided tape to gather items, written, colour-coded sensory impressions #senseofplace



Items of interest – map extracts, travel tickets, sketches of patterns ...



Hand drawn maps in secret envelopes, written directions, Grid References...



Y2-Village Survey

Draw and use simple maps of the school and its location within the village. Draw and describe a simple route around the village on a maps and plans. Carry out a simple traffic survey recording and presenting the results.



Y3-River Survey

Draw and use simple maps of the village including its river and bridges. Compare with maps of Barnard castles river and bridges. Conduct simple investigations into the depth and speed of the river in different places and compare results. Present findings in different ways.



RIVER
INVESTIGATION
FIELDWORK
BOOKLET
SUITABLE
FOR ANY RIVER
LOCATION

River Inv
 Physical Geo

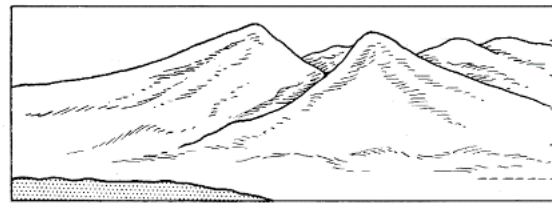


36. Noise pollution

This sound level meter is a tool that uses a smart phone's microphone to measure Sound Pressure Level (SPL).



Students can then use their phones to measure noise levels in various locations.



What is 'Our Patch' like?

Bi-Polar Survey: STREET NAME _____ / 30

A positive evaluation 5 4 3 2 1

Varied and interesting buildings.					
Lots of natural features (trees/grass)					
Well maintained gardens					
Grass verges					
No obvious traffic noise or fumes					
Friendly and welcoming					
No litter					
Lots of off-street parking					
The area feels safe					

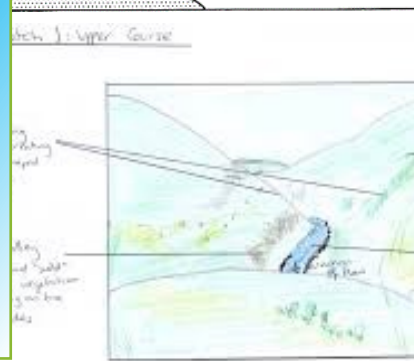
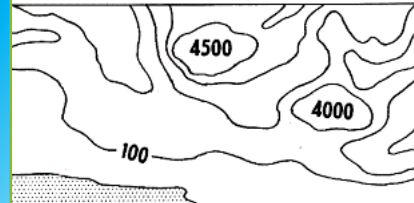
Bi-Polar Survey: STREET NAME _____ / 30

A positive evaluation 5 4 3 2 1

Varied and interesting buildings.					
Lots of natural features (trees/grass)					
Poorly maintained gardens					
No grass verges					
Lots of noise or traffic fumes					
Hostile and threatening					
Lots of litter					
No off-street parking					
The area feels dangerous					

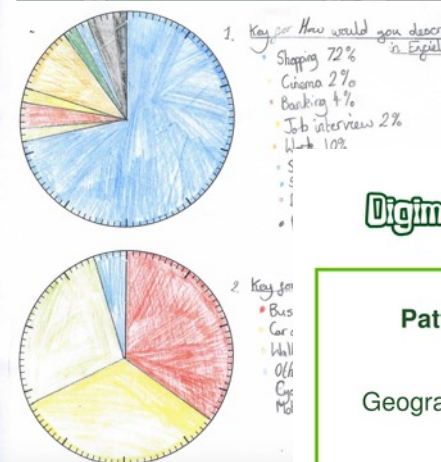
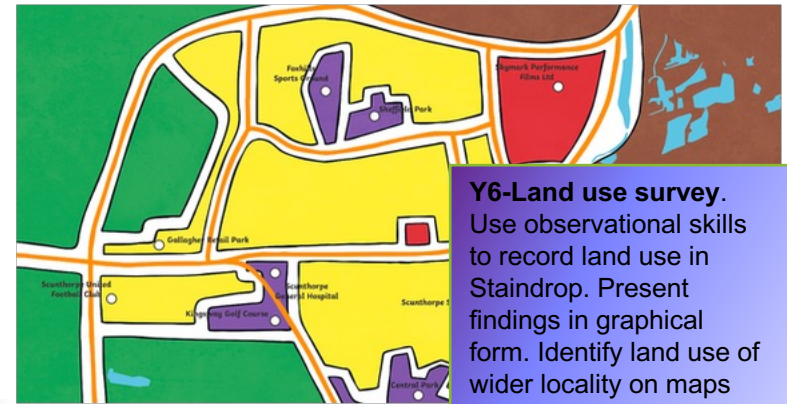
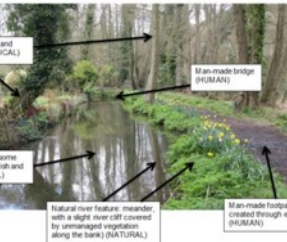
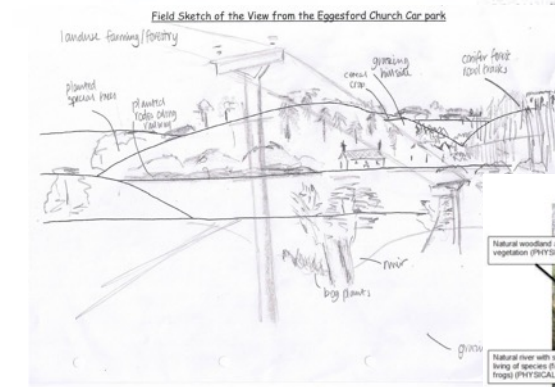
Y4- Environmental survey.

Draw and annotate their own simple maps of the village in order to conduct environmental surveys to compare human/physical aspects of the local environment. Identify positive and negative features of the environment and annotate on a map. Use simple measuring equipment- sound meter to record noise levels in different areas of the village. Use results to identify areas for improvement.



Y5-Landscape survey.

Draw their own sketch maps and annotate them to show physical and human features of a location. Take their own and annotate digital photos with human/physical features and identify changes over time. Draw simple maps using their own symbols and use contour lines to represent elevation of the local landscape. Compare different representations of the same landscape.



Y6-Land use survey. Use observational skills to record land use in Staindrop. Present findings in graphical form. Identify land use of wider locality on maps and identify changes over time. Compare land use with a larger locality e.g. Barnard Castle. Create land use maps using their own keys. Identify and annotate land use on digital maps with a range of scales and aerial/satellite photos.

Digitally
Patch
Geography teaching resource
Key Stage 2

