JOHN FLETCHER OF MADELEY PRIMARY SCHOOL
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Overarching Curriculum Intent

"***Whatever you do, work at it with all your heart***", Colossians 3:23

To ensure the individual pupil is at the heart of everything we do, taking into account background, SEND, ability, based on our key Christian Values:

Hope and Aspiration ***"We believe we can"***

- To inspire our learners and the community to see learning as a joy: a gateway to a successful future.
- To ensure that pupils have experiences beyond their normal range to allow them to have new experiences and develop life skills.

Resilience and Perseverance ***"We know we can"***

- To allow children to learn about themselves as learners: to have a positive mindset and be able to have the self-belief to work through something when it is difficult.
- To set pupils work that challenges them at their level to develop as analytical problem solvers and critical thinkers.

Compassion and Forgiveness ***"Together we can"***

Recognising that everyone is different and everyone is precious, we want to foster a safe learning environment by supporting our school community to love each other unconditionally, taking care of each other and our environment.

KEY CONCEPTS AS A THEME THROUGHT THE CURRICULUM

Our key concepts that run through our curriculum across the key stages are:

- **Location**
- **Place and Space**
- **Physical World**
- **Human Environment**
- **Interdependence and Sustainability**
- **Cultural Understanding**
- **Scale**

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KS1 Knowledge End Points:

Locational Knowledge:

- Can name and locate the world's seven continents and five oceans
- Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge:

- Understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography:

- Can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and;
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

KS1 Skills and Fieldwork End Points:

Children will be able to –

- Use world maps, atlases and globes
- Use simple compass directions
- Use aerial photos and construct simple maps
- Undertake simple fieldwork within school locality

How Geography supports the school's intent	***Key Concepts in Geography***	***Key Skills in Geography***	***Elements of John Fletcher of Madeley Promise linked to Geography***
Geography at John Fletcher of Madeley will inspire in pupils a sense of curiosity and fascination about	**'Space'** *structured and used for different purposes* - the location of points, features or regions in absolute	Enquiry – developing the skill of questioning by developing learning around a genuine need to know. Compare and contrast our local area to	Life skills: How the weather affects us, including the impact of climate change.

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the world around them. We will support them to be active participants in the development of their knowledge & understanding of the different people and places in the world. We will instil a sense of place in the children and evoke an emotional response to the stories of the people and places we learn about. Pupils will engage with the world through fieldwork. They will learn to respect their physical environment and how it is changing over time so that they can make wise and discerning choices in their learning and for their futures.	and /or relative terms and the relationships, flows and patterns that connect and / or define them. **'Place'** *Human & Physical Characteristics* - a construct that is defined in terms of what it is like, what happens there and how and why it is changing. **'Scale'** - the 'zoom lens' that enables us to view places from global to local levels. *Not a whole country – a region* Economic Activity & trade Lifestyle & Culture Land Use Sustainability / Resources *Underpinned by enquiry..*	a region in the UK, then Europe and the wider world. <u>Map Skills</u> EYFS • Understand that information can be derived from maps. • Describe familiar routes and discuss routes and locations using some directional language and exploring distance. • Draw and create simple maps and begin to use simple symbols on maps to show features and journeys. • Begin to gain knowledge of their own locality. KS1 • Use of aerial photos and plan perspectives to recognise land-marks and basic human & physi-cal features • Devise a simple map • Use and construct basic sym-bols in a key • Compass points 4 directions in KS1	Map and graphicacy skills; allowing children to understand the physical features of places both near and far away, the similarities and differences between places and the impact humans have made on places and countries over time. Allowing children to understand the context of a place, including communities and cultures and how humans have forged links between places. <u>Future careers:</u> Meteorologist Awareness of Climate Scientists Geologists Archaeologists Architects <u>Local Area Visits:</u> St Michael's Church and Orchard, Madeley high street, visits to local park, Blists Hill Victorian Town

		KS2 • Use maps, atlases and globes • Digital computer maps (digimaps) to locate countries and describe features studied • Compass Points 8 directions in KS2 + 6 figure grid references. <u>Field Work (from NC)</u> • Observational skills EYFS: Observe and name features of the classroom (including outdoor) and school. Use directional & positional language to describe where things are in the setting - developing their navigational skills. Use language of near and far to describe where locations important to them are (e.g park, grandma's house). Children may record using simple maps. Local area visits - take part in walks within the local area and discuss their location and proximity to school and other	<u>Educational Visits:</u> Black Country Museum Cardingmill Valley Park Hall Farm

		familiar places e.g. the park, home. KS1: Observe, measure, record & present the human & physical features in the local area. KS2: Observe, measure, record & present the human & physical features in the local area & wider world. Range of methods - sketch maps, plans & graphs & digital technology.	

YEAR 1			
Term	**Autumn**	**Spring**	**Summer**
Topic	**Our local area (Link to geography of our local area)**	**United Kingdom**	**Wonderful Weather**
Key concepts that must be taught and revisited:	**Place, Space, Scale**	**Place, Space, Scale,** **Physical and Human Processes**	**Physical and Human Processes**
Substantive knowledge	**Locational Knowledge** • I can recognise location of school within Madeley understanding it is situated	**Locational Knowledge** • I can recognise the names and location of the four countries of the UK. • I can name the four capital cities in the UK and identify key characteristics of these capital cities.	**Locational Knowledge** • I can name and locate on a globe (some may also do this on a world map) the equator and north and south Poles, understand the climate in these areas. **Place Knowledge**

	within a suburb within the town of Telford. · I can identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities; • I can locate parts of the school using aerial imagery/plans of the school and its grounds and , and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards) **Place Knowledge** · I can understand that the many different uses of land observed in the local area can be grouped into a small number of categories; • I can identifying and naming the human and physical features of the area around school. • I can identify and naming local landmarks. • I can compare and contrast the area of Madeley (semi-rural area)	• I can name and know the location of the UK's surrounding seas. • I know the names and location of the world's seven continents and five oceans. I can name and locate the UK's surrounding seas. **Place Knowledge** • I can identify features of the 4 different countries of the UK. **Human and Physical Knowledge** • I can identify land use within and around our school. • I can identify seasonal and daily weather patterns in the United Kingdom. **Geographical skills and Fieldwork** • I can use simple picture maps to move around the school. • I can use maps and atlases to identify the UK, capital cities and the seas surrounding the UK. To devise simple maps. • I can use relative vocabulary such as bigger, smaller, like and dislike. • I can use directional language such as near, far, up, down, left, right, forwards and backwards.	• I can understand what the climate is like in the UK and specifically Madeley over the course of year - the seasons. · I can compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences; **Human and Physical Knowledge** • I can identify and describe the basic atmospheric elements of the weather; • I can explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles; · I can observe and offer reasons for the distribution of hot and cold places in the world; • I can recognise types of weather/ Four Seasons and related weather / changes. • I can recognise how to measure the weather. • I can recognise how the climate is changing. • I can show an awareness of recent changes in the weather due to climate change **Geographical skills and Fieldwork**

	to Telford town centre (urban area). **<u>Human and Physical Knowledge</u>** -I can identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments; · I can recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use. • I can refer to key human and physical features: Town, city, village, forest, hill, woodland, farm, house, shop. **<u>Geographical skills and Fieldwork</u>** · I can use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school; · I can use a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the	• I can use simple compass directions (4 point compass – North, South, East and West). • I can use and construct basic symbols in a key to represent places or features. • I can use photographs and maps to identify features. To use aerial photographs to recognize basic human and physical features. • I can use basic observational skills. • I can carry out a small survey of the school and local area. To draw simple features. • I can ask and respond to basic geographical questions. • I can use a proforma to collect data such as a tally chart. • I can create sketch maps of a familiar environment with labels of simple features. • I can add labels to maps and photographs of the features shown.	• I can observe, measure and record the elements of daily weather by using a variety of simple instruments and devices; • I can present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement; • I can observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur; • I can use a weather station, observe the weather and seasonal changes • I can identify UK, equator and north & south poles on a globe and world map. Use climate mapping tools on Digimaps.

	local area of the school; · Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area; · Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features; **Map Skills:** Hand drawn maps of the school grounds / home area / special places – auditing map-skills and existing vocabulary. Messy maps. Building spatial vocabulary: using compasses and naming features and their orientation e.g. North, South, East, West through outdoor learning. **Fieldwork:** Use observational skills to identify human and physical features of the local area around school - local area walk.		
Disciplinary knowledge –	**Asking and Answering Questions**	**Asking and Answering Questions**	**Asking and Answering Questions**

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'Knowing how we know'	**Lead question -** *How are my home and school similar and different?* Where is our school? What sort of place is Madeley? Why was our school built here? Why is it cold in winter here? Why is a map useful? **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. • I can understand that geographers learn about the world by observing and collecting data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. **Evaluating and Debating** I can express their own views about the people, places and environments studied.	*What geography like where I live? Focus on British Isles* *Where is Britain and the 4 countries of the UK?* **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. • I can understand that geographers learn about the world by observing and collecting data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. **Evaluating and Debating** I can express their own views about the people, places and environments studied.	**Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. • I can understand that geographers learn about the world by observing and collecting data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. **Evaluating and Debating** I can express their own views about the people, places and environments studied.

Core Vocabulary	Telford, Shropshire, Madeley, England, town, country, county, school, John Fletcher of Madeley Primary School	United Kingdom, England, Wales, Scotland, United Ireland, Capital city, town, village, London, Cardiff, Edinburgh, Belfast	Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere.

YEAR 2			
Term	**Autumn**	**Spring**	**Summer**
Topic	**Local area – Madeley and Our School**	**United Kingdom and Europe (Comparison)**	**Continents and Oceans**
Key Concepts that must be revisited and linked to prior learning:	**Place, Space, Scale**	**Place, Space, Scale,** **Physical and Human Processes**	• **Location** • **Place and Space** • **Physical World** • **Human Environment**
Substantive knowledge	**Locational Knowledge**	**Locational Knowledge**	**Locational Knowledge**

	Flashback: Recap the four countries and capital cities of the United Kingdom and key characteristics of England and Wales. • I can name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions. • I can name and locate the surrounding seas of the United Kingdom. **Place Knowledge** **Human and Physical Knowledge** • I can understand that parts of the world around us are made by people (human features) and that other parts are naturally occurring (physical features). Identify human and physical features in the local area. **Geographical skills and Fieldwork** • I can use maps and globes to begin to build a sense of place. • I can begin to use atlases to locate the world's continents and relevant countries.	-I can name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions. **Place Knowledge** • I can understand the geographical similarities and differences between the UK and European country, **Human and Physical Knowledge** • I can study the human and physical geography of a small area of the United Kingdom (London) **Geographical skills and Fieldwork** • I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • I can use simple fieldwork and observational skills to study the	-I can name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'. **Place Knowledge** • I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and Physical Knowledge** • I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • I can key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • I can key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

	• I can use ariel photographs to recognise landmarks and simple human and physical features. • I can investigate the physical and human features of the school and local area: drawing or writing down what they see on a journey map/stick (e.g. different areas including playground, car park, field, Madeley Highstreet, houses, church, roads and other local features) and how these areas are used.	geography of their school and its grounds, and the key human and physical features of its surrounding environment.	**Geographical skills and Fieldwork** • I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Disciplinary knowledge	**Asking and Answering Questions** 1. KQ: Can you name the seven continents, five ocean and locate the UK on a world maps? 2. KQ: Can you identify the countries and capital cities of the UK?	**Asking and Answering Questions** **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and	**Asking and Answering Questions** *What is life like in…? What is life like in the Polar regions?* **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial

	3. KQ: Can you identify the human and physical features of the countries of the UK? 4. KQ: Can you identify the difference between towns and cities, locate Manchester on a map and describe what it is like? 5. KQ: Can you describe where you live including your address? **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. • I can understand that geographers learn about the world by observing and collecting data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. **Evaluating and Debating** • I can express their own views about the people, places and environments studied.	aerial images, diagrams, globes, atlases and simple maps and charts. • I can understand that geographers learn about the world by observing and collecting data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. **Evaluating and Debating** I can express their own views about the people, places and environments studied.	images, diagrams, globes, atlases and simple maps and charts. • I can understand that geographers learn about the world by observing and collecting data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. **Evaluating and Debating** I can express their own views about the people, places and environments studied.

Core vocabulary	Madeley, Telford, Shropshire, county, town, local, school, John Fletcher of Madeley Primary School	country, capital city, population, England, Scotland, Wales, Northern Ireland, United Kingdom, London, Cardiff, Belfast, Edinburgh, Atlantic Ocean, English Channel, North Sea, Irish Sea, Celtic Sea, place, location, North, East, South, West, man-made, natural, human feature, physical feature, map, atlas, globe, local area, ariel photograph, landmark, observe	Equator, hemisphere, continent, ocean, climate, temperate, population, trade, desert, waterfall, rainforests, earthquake, tropical, North Pole, South Pole, longitude, latitude.

KS2 Knowledge End Points:

Locational Knowledge

- Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge

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

Human and Physical geography

- Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

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• Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** • Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

YEAR 3			
Term	**Autumn**	**Spring**	**Summer**
Topic	**United Kingdom**	**Mountains and Valleys**	**Natural disasters** **(volcanoes and earthquakes)**
Key Concepts that must be revisited and linked to prior learning:	• **Location** • **Place and Space** • **Physical World** • **Human Environment**	• **Location** • **Place and Space** • **Physical World** • **Human Environment**	• **Location** • **Place and space** • **Physical World** • **Human Environment**
Substantive knowledge	**Locational Knowledge** • Identify where countries are within the UK and the key topographical features. • Name and locate the cities of the UK.	**Locational Knowledge** • I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use	**Locational Knowledge** • I can name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols, keys and understand the significance of the Equator, Northern/ Southern

	• Know how the locality is set within a wider geographical context. **Place Knowledge** • Develop an awareness of how places relate to each other. • Know about the wider context of places – region, country. • Understand why there are similarities and differences between places **Human and Physical Knowledge** • Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think it might be like if… continues? • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. **Geographical skills and Fieldwork** • Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think it might be like if… continues?	patterns; and understand how some of these aspects have changed over time. **Place Knowledge** • I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and Physical Knowledge** • I know how mountains are formed. • Know the key features of a mountain. • I know that the highest mountains in the UK are Ben Nevis (Scotland), Snowdon (Wales), Scafell Pike (England) and Slieve Donard (Northern Ireland). • I know the highest peaks in each of the 7 continents- Denali, Mount Aconcagua, Kilimanjaro, Mount Elbrus, Mount Everest, Vinson Massif, Mount Kosciuszko using lines of longitude and latitude. **Geographical skills and Fieldwork** - Locate mountains on larger scale maps. (Europe and world) using lines of longitude and latitude).	Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. • I can locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. **Place Knowledge** • I can recognise Mount Etna (which is the tallest active volcano in Europe), Mount Vesuvius, Mount Stromboli. • I can understand that climate is the weather in a location over a long period of time. • I know that Italy is warmer than the UK as it is further South, closer to the equator. • I know that Italy has a Mediterranean climate, which has mild winters and hot, dry summers. • I know the north of Italy is generally cooler (especially in the mountains) and can get snow in winter. **Human and Physical Knowledge** • I can name and locate world's volcanoes Mount Kilimanjaro (dormant

	• Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. • Understand and use a widening range of geographical terms e.g. specific topic vocabulary. • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil.	- I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. -To make predictions and test conclusions during fieldwork. -To offer explanations for features seen in fieldwork locating mountains/hills near us.	volcano Tanzania) Mount Fuji highest mountain in Japan- active volcano. • I can recognise the impact volcanoes can have on civilisation by looking the study of Mount Vesuvius AD 79 - eruption destroyed the Ancient Roman cities of Pompei and Herculaneum. Eyjafjallajokull volcano- Iceland ash cloud 2010 • I can name and locate Europe as a continent • I can name and locate Iceland as a country in Europe and name physical and human features of the country • I can describe and understand key aspects of volcanoes and earthquakes (e.g. fault lines, structure of the Earth, Ring of Fire) What they are and why they happen. • I can recognise the impact of volcanoes on land-use • I can describe human geography- settlements and land use (understanding effects of eruptions leading to advantages and disadvantages of living near volcano) • **<u>Geographical skills and Fieldwork</u>** • I can use a maps, atlases and globes. • I can develop mapwork skills in drawing more accurate maps.

			• I can use digital computer mapping to locate Europe, Iceland and volcanoes studied
Disciplinary Knowledge	**Asking and Answering Questions** **Lead question** - *Why was mining so important to our local area?* Why was coal important? What is often located near to a pit or colliery? Why do you think that is? Why do you think there were so many pits opened in our local area? **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating**	**Asking and Answering Questions** *What are the similarities and differences between the counties of Shropshire and ……? What are the similarities and differences between the towns of Telford and …….?* **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and	**Asking and Answering Questions** What causes Earthquakes and Volcanoes and are we Safe? **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. **Evaluating and Debating**

	• I can analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. **Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others. • I can reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	through writing at length, using appropriate geographical vocabulary. **Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others. • I can reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	• I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others. I can reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.
Core Vocabulary		Mountain, formation, summit, peak, longitude, latitude, Europe, world, continent.	Mantle, eruption, active, dormant, magma, extinct, pumice, volcano, crust, lava, core, ash, tectonic plates, Richter scale, earthquake

YEAR 4			
Term	**Autumn**	**Spring**	**Summer**
Topic	**Mapping and exploring local area – Madeley and Mining**	**Location knowledge of the United Kingdom**	**Tropics**

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GEOGRAPHY PROGRESSION DOCUMENT

Key Concepts that must be revisited and linked to prior learning:	• **Location** • **Place and Space** • **Physical World** • **Human Environment**	• **Location** • **Place and Space** • **Physical World** • **Human Environment**	**Location, place and space**
Substantive knowledge	**Locational Knowledge** • I can look at the history of mining within the local area (history link) particularly the mining history of Madeley. • I can identify areas of land that were used as coal mines by using maps and digital maps (current Abraham Darby School). Use historical maps to look at how the land use has changed over time. **Place Knowledge** • I can complete a local scale study of important mining sites in the local area (Madeley). Study the physical geography of the area and how coal is formed (building on prior learning Science: Rocks) in order to understand why coal mining happened here. • I can look at the impact of coal mining on the people who lived nearby historically and the impact of closing the mines on	**Locational Knowledge** • I can name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols, keys, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys. **Place Knowledge** • I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Knowledge** • I can recognise physical geography, in-cluding climate zones, biomes and vege-	**Locational Knowledge** • I can name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols, keys and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. • I can locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. **Place Knowledge** • I can identify climate similarities and differences of different regions. **Human and Physical Knowledge** • I can understand the scale of the areas being looked at within Europe and beyond. • I can understand the different environments within Europe and

	the local economy and the people who lived here. Identify how the land that was formerly a mine is now used (Abraham Darby School). **Human and Physical Knowledge** I can look at the land use of previous coal mining sites examining how it has changed over time. Consider how the physical geography and topography of the area meant that it was suitable for mining. I can compare and contrast using digital maps to look at how the land use of former coal mining sites has changed over time. I can look at other aspects of infrastructure - such as proximity to rivers, canals and railways and consider how these were important in the transportation of coal and how their use may have changed over time. **Geographical skills and Fieldwork** • I can use maps to identify coal mining sites in the local area. Examine the physical and human features of the areas including landscape and topography and how it has changed over time. Use historic maps to identify how	tation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • I can recognise human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and Fieldwork** - I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	beyond relating in particular to the physical features. **Geographical skills and Fieldwork** • I can use a maps, atlases and globes. • I can relate the role of the line of latitude to contrasting environments. • I can develop mapwork skills in drawing more accurate maps.

	the site has changed over time. Identify key infrastructure involved in the transportation of coal - rivers, railways, canals. Use 6 figure grid references to identify and locate local mining sites. • I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Disciplinary Knowledge	**Asking and Answering Questions** **Lead question** - *Why was mining so important to our local area?* Why was coal important? What is often located near to a pit or colliery? Why do you think that is? Why do you think there were so many pits opened in our local area? **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to	**Asking and Answering Questions** *What are the similarities and differences between the counties of Shropshire and ……? What are the similarities and differences between the towns of Telford and …….?* Collecting and Interpreting • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that	**Asking and Answering Questions** **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating**

	record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. **Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others. • I can reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	some knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. **Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others. I can reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	• I can analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. **Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others. I can reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.
Core Vocabulary		Resources, energy, natural resources, renewable resources, exhaustible, region, county, city, town, village, hamlet, settlement, border, land use, urban, rural,	

		industrial, commercial, recreational, transportation, residential, economic activity, river, lake,	

YEAR 5			
Term	**Autumn**	**Spring**	**Summer**
Topic	**(Local area) Our changing country – land use – Cinderloo/Industrial Revolution**	**Trade and Resources**	**Rivers**
Key concepts that must be revisited and linked to prior learning	**Space ,Place, Scale** **Physical and Human Processes, Environmental Impact**	**Space ,Place, Scale** **Physical and Human Processes, Environmental Impact**	**Physical and Human Processes, Environmental Impact**
Substantive knowledge	**Locational Knowledge** • I can recognise what happened to land in which the battle of Cinderloo took place. • I can recognise the purpose of the land during the industrial revolution. • I can build up a map incorporating information and	**Locational Knowledge** • I can describe the location of UK ports, airports and docks, and countries involved in UK trade, imports and exports. • I can locate and describe the location of a fair trade country of teacher choice on a map of the world and	**Locational Knowledge** • I can locate major rivers in the world and the UK. • I can locate some of the major rivers in the world and the UK. • I can learn about latitude, longitude and climate patterns.

	responses from the local communities from the battle of Cinderloo. **Place Knowledge** • I can identify the changes that have occurred on the piece of land. What features can you identify? • **Human and Physical Knowledge** I can describe and understand key aspects of human geography including land use in the context of using keys on a map. I can recognise geographical patterns for the land. I can recognise the change in the population during the industrial revolution. **Geographical skills and Fieldwork** • I can describe and understand key aspects of human geography including land use in the context of using sketch maps. • I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including	explaining the trade links between it and the UK. • I can identify the location of a fair trade country, naming neighbouring countries and oceans and seas. ***Do not just label on a map – use the geographical skills as outlined below*** • Fair Trade – I can describe the location of some of the countries involved in Fair Trade (Panama, Bolivia, Jamaica, Côte d'ivoire) in relation to each other. • I can recognise countries involved in trade with the UK. We will also move to other locations around the world as an understanding of trade and Fair Trade develops - Panama, Jamaica, Bolivia. **Place Knowledge** • I can identify the location of a fair trade country in terms of its proximity to the equator and the tropics, discussing climate. • I can use a topographical map to identify the physical features (terrain). • I can understand UK trade links. • I can understand where goods come from. • I can understand the importance of Fair Trade and the impact of Fair	**Place Knowledge** • I compare a river in the UK and a river around the world e.g. River Severn and the Amazon River. **Human and Physical Knowledge** • I can learn about settlements and land use - why do people settle near rivers? I can understand the Water Cycle and name the different parts of a river. **Geographical skills and Fieldwork** • I can use world maps and globes to introduce latitude, longitude, and climate patterns. Locate and map major rivers in the world and UK. Zoom in to places and features studied e.g. a local river, the Amazon River. • I can use maps and digital mapping to label parts of a river, measure aspects of a river and compare them to a river around the world. • I can observe, measure and record - visit a local body of water e.g. a stream, beck, wetland and identify the physical features.

	sketch maps in the context of drawing a sketch map.	Trade on the lives of the people who produce the goods, their communities and the consumer. **<u>Human and Physical Knowledge</u>** • I show an understanding of what Fair Trade means, investigating Fair Trade products and where they come from, learning about Fair Trade and looking for items with the Fair Trade symbol. • I can discuss the importance of Fair Trade and the impact on farmers, communities and consumers. • I can focus on how goods are transported around the UK, looking at motorways, airports, docks and ports. Zoom in to look at Central America and the stories of the people who produce goods for the UK. I can develop an understanding of the global nature of trade by following the journey of where our everyday items come from (e.g. clothes, food). This may mean focussing on different locations around the world (e.g. Cocoa farming in South America or the Cote d'ivoire, Banana plantations of Jamaica and Panama) **<u>Geographical skills and Fieldwork</u>** • I can use maps and digital mapping to identify the location of key UK airports, ports and docks.	

		• I can use maps and digital maps to look at motorways and explore how goods are transported around the UK. Children should understand OS map symbols for roads and motorways. • Use digital mapping to identify airports and ports using four to six figure grid references. • Use maps, Atlases and digital mapping to locate countries involved in UK trade (e.g. in Central America) and zoom in on a particular country e.g. El Salvador. • Use maps to describe the human and physical geography of a fair trade country. • Use digital mapping to look at the climate, population and topography. Children should understand why some foods are brought from further away places e.g. Cocoa beans grow in a tropical climate.	
Disciplinary knowledge	**Asking and Answering Questions** **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs,	**Asking and Answering Questions** *Is all trade fair?* Where do our clothes and food come from? What is it like to be a Cocoa farmer? Why does the UK purchase goods from far away places? **Collecting and Interpreting**	**Asking and Answering Questions** **Lead questions -** *Why is water so crucial?* *How are the River Severn and the Amazon River similar and different?* How are rivers formed? Will the water ever run out?

	choosing an appropriate method to record evidence as needed and provide reasons for this. • I can understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this. **Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. • I can reach geographical conclusions, give reasons and	• I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. • I can understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this. **Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.	**Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. • I can understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this. **Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.

	critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	• I can reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world,	• I can reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world,
			Water cycle, River Nile, Amazon River, The Ganges, The Mississippi, River Thames, Evaporation, condensation, precipitation, infiltration, transpiration, transportation, streams, tributaries, meander, oxbow lake, estuaries, channel, dam, deposit, deposition, erosion, mouth, source, valley, upper course, middle course, lower course, confluence, pollution, dam

YEAR 6			
Term	**Spring**	**Summer**	**Autumn**
Topic	**Ironbridge**	**Why are Rainforests Important to Us?**	
Key concepts that must be revisited and linked to prior learning	**Place, Space, Scale** **Physical and Human Processes**	**Place, Space, Scale** **Physical and Human Processes** **Cultural Awareness**	• **Location** • **Place and Space** • **Physical World** • **Human Environment** • **Cultural Understanding**
Substantive knowledge	**Locational Knowledge**	*Pupils who are **secure** will be able to:*	**Locational Knowledge**

	• I can identify and recognise the biome that we live in and what that means for our local area. (Ironbridge) • I can identify areas of deposition and erosion of a local river. **Place Knowledge** • I can label maps and use six figure grid references to show where biomes are located. • I can investigate the uses of rivers. E.g. pleasure, trade, transport and religion. • I can identify areas of deposition and erosion of a local river. **Human and Physical Knowledge** · Analyse how different living things are dependent on each other and adapt to their biomes. (ecosystems) · Analyse the human impact on biomes. E.g. pollution and regeneration. • I can explain how the human impact on biomes can have a positive and negative influence. Earth is divided into major ecosystems called biomes. · Identify and name different physical aspects of biomes. · Research natural regeneration through the lack of human impact, e.g. Chernobyl.	• *Describe a biome and give examples.* • *State the location and key features of the Amazon rainforest.* • *Name and describe the four layers of tropical rainforests.* • *Understand that trees and plants adapt to living in the rainforest and give an example.* • *Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.* • *Name ways in which the Amazon is changing.* • *Articulate why the Amazon rainforest is important.* • *Give examples of how humans are having a negative impact on the Amazon and an action that can be taken to help.* • *Use a variety of data collection methods with support.* • *Summarise how the local woodland is used and suggest changes to improve the area.* **Locational Knowledge** *Flashback: Recall and locate the countries and some counties of the United Kingdom,*	• I can describe the location of the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Human and Physical Knowledge** • I can describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and Fieldwork** • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • I can use fieldwork to observe, measure and record the human

	· I can recap the key features of rivers, e.g. meander, tributary, confluence, source, mouth, delta, Oxbow lake. · I can explain the processes of erosion and deposition. **Geographical skills and Fieldwork** • I can use atlases, maps and aerial photographs to identify biomes of the world and explain different climates and living things found there. • I can identify areas of deposition and erosion of a local river.	*the surrounding seas, the world's continents and the five oceans, significance of the equator, the Northern Hemisphere, the Southern Hemisphere, the position and significance of The Tropics, Arctic and Antarctic Circle and the significance of latitude and longitude.* • I can explain the position and significance of time zones. (The World and its Continents) • I can identify and locate rainforests on a world map. (The World and its Continents) **Place Knowledge** *Flashback: Describe and compare the geographical location of different biomes and their climates using maps, atlases, globes and digital mapping. (Place and Connections)* • I know and can explain the Amazon Rainforest as a tropical biome and why it's important to the world. • I can compare a tropical rainforest and a local woodland. • I can describe how people live in the Amazon basin and how the Amazon rainforest is changing over time through their impact	and physical features in a local area including plans, graphs and digital technology.

		Geographical skills and Fieldwork
		• I can use 6 figure grid refs; use latitude and longitude on atlas maps.
		• I can use a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to locate countries and places of interest (e.g. journey of a river, fault lines, ring of fire, forest cover) by following descriptions of their relative positions
		• I can use an Ordnance Survey map 1:25,000;
		  ○ I can classify a range of OS symbols and key
		  ○ I can estimate height and slope using contour lines
		
		I can use world climate overlays when digital mapping to look at climate and how it is changing over time.
		I can use digital mapping to measure and record the area of some physical features (measure the area of the Amazon basin and compare to the size of Great Britain).
		I can draw and map a place within the local area for comparison (e.g. local Wood).
		
		Local area visit to a wood	

		I can compare and contrast the structure of a deciduous woodland in the UK to a tropical rainforest.	
Disciplinary knowledge	**Asking and Answering Questions** **Collecting and Interpreting** • Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. • I can understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate	**Asking and Answering Questions** **Lead question** – *Why are Rainforests important to us?* *- Teacher to model questions to promote further questions the children may have around the topic.* **Collecting and Interpreting** • I can make informed statements using terrestrial, aerial and satellite photographs (deforestation) • Demonstrate an understanding of recording, presenting, interpreting and evaluating data (scatter graphs, pie charts, climate graphs • I can understand that geographers learn about the world by observing and collecting data and information. • I understand that knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse, communicate and explain geographical information by	**Asking and Answering Questions** *Which countries were central powers, allied powers and neutral countries during WW2?* **Collecting and Interpreting** • I can observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. • I can understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** • I can analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.

	information and give reasons for this. **Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. • I can reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world,	constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this. **Evaluating and Debating** • I can express my own views about the people, places and environments studied, giving reasons. • I can compare my views with others and understand that some geographical knowledge is open to debate, challenge and discussion. • I can reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world,	**Evaluating and Debating** • I can express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. • I can reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world,
Core Vocabulary	Biomes, climates, coniferous, deciduous, deposition, desert, distribution, ecosystems, erosion, permafrost, polar, pollution, regeneration, temperate, tundra	analyse biome buttress roots canopy layer community data deforestation drought	Countries, continents, territory, locations, colonies, Nation, trench, embankment, directions, Europe, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

		emergent layer enquiry Equator forest floor global warming greenhouse gas indigenous peoples interpret lianas lines of latitude logging method mining present questionnaire quote risk route summarise Tropic of Capricorn Tropic of Cancer understorey layer vegetation vegetation belts	