

Ashbourne Primary School's Geography Scheme Of Work with skills and knowledge progression

Intent:

Geography at Ashbourne Primary School harnesses our unique location on the edge of the Peak District to inspire curiosity, exploration and a strong understanding of the world. Pupils develop knowledge of their local area, country and the wider world, gaining insight into how environments, people and places are connected and how resources shape lives. Our curriculum is built upon our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming, which underpin all teaching, learning and relationships across our school and ensure pupils develop secure knowledge alongside confidence, aspiration and readiness for life beyond school. Our PRAISE aims bring these expectations to life in daily practice by teaching pupils to take pride in their work, show respect for all, act with kindness, become independent achievers, stay resilient and demonstrate excellent behaviour. These shared expectations shape how pupils approach learning, relationships and challenges, helping them develop confidence, responsibility and positive attitudes that support success across the curriculum and beyond.

At Ashbourne Primary School, children are encouraged to develop a deep understanding of the world, our country and their immediate locality. Throughout their time here, pupils spend as much time as possible exploring the rich environment they are fortunate to live in. The geography curriculum promotes understanding of diversity and how people in different places use available resources and how this influences their lives. Pupils develop knowledge and skills that are progressive and transferable to other areas of learning and to their future education. The curriculum is carefully planned and sequenced over a two-year cycle across Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Pupils first develop foundational knowledge of geographical concepts. They then deepen their understanding and apply what they have learned across a range of topics and enquiries. This approach reflects our understanding that learning is secured when knowledge is stored in long-term memory, which requires time, practice and revisiting.

High expectations for all pupils are central to our curriculum. Teaching is adapted to remove barriers and ensure that every learner can access, participate in and succeed. By the time pupils leave our school, they are equipped with the knowledge, skills and confidence to continue learning successfully at the next stage of their education and beyond.

National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KS1 Content

Locational knowledge:

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

Place knowledge:

KS2 Content

Locational knowledge:

- 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
- 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

- 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 geography:

- 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
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- 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
- 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
- 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
- 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.

KS1 Geography class topics:

Ashbourne Adventurers
 London
 Let's Go To China
 Welcome To The UK
 Under The Sea
 As well as themed days and weeks: Around The World Week, Heritage Week, Culture Week

- 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:

- 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 geography:

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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

KS2 Geography class topics:

Incredible India
 Roaming In The Rainforest
 Natural Disasters
 Viva España
 The Americas
 The Alps
 Explorers
 The Peak District
 As well as themed days and weeks: Around The World Week, Heritage Week, Culture Week

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The provision outlined below is to help subject leaders and teachers to understand how the skills taught across EYFS feed into geography. It demonstrates which early years outcomes are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant early years outcomes from Development Matters, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for geography.

The most relevant early years outcome for geography are taken from the following area of learning: Understand The World

Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> -Understand position through words alone. For example, “The bag is under the table,” – with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Understanding the World		<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Begin to understand the need to respect and care for the natural environment and all living things. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		<ul style="list-style-type: none"> -Draw information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Recognise some environments that are different to the one in which they live.
ELG	Understand the World	People, Culture and Communities	<ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Geography skills and knowledge progression from Y1-Y6

Year Group	LOCATIONAL AND PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK	KEY VOCABULARY
KS1 Year 1	<ul style="list-style-type: none"> -I can ask and answer simple geographical questions What is this place like? What or who will I see in this place? -I can identify the key features of a location in order to say whether it is a city, town or rural area. -I can name and locate the four countries and capital cities of the United Kingdom. -I can name and locate some of the world’s continents and oceans 	<ul style="list-style-type: none"> -I can identify seasonal and daily weather patterns in the United Kingdom -I can use simple geographical vocabulary to refer to physical features: weather, seasons, beach -I can use simple geographical vocabulary to refer to human features: capital city, farm, town 	<ul style="list-style-type: none"> -I can identify land use around the school. -I can draw a simple map and use basic symbols. -Use locational and directional language near and far; left and right, -I can use world maps to identify the United Kingdom and its countries, as well as the countries, continents I study. 	<ul style="list-style-type: none"> City Town Rural Ashbourne/Derbyshire Local United Kingdom/UK Country Capital city (London) Similar/different Kenya

	-I can understand geographical similarities and differences of human and physical geography of a small area of the United Kingdom		-I can use aerial images to recognise landmarks and basic features. -I can use simple fieldwork to study the geography of the school and the human and physical features of the surrounding environment	Ethiopia Landmark Ocean Season England Wales Scotland Northern Ireland Symbol Farm Office Near/far/left/right
	LOCATIONAL AND PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK	KEY VOCABULARY
KS1 Year 2	-I can ask and answer a range of geographical questions. What do people do in this place? -I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. -I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -I can name and locate all the world's continents and oceans. -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 contrasting non-European country. -I can use aerial images and plan perspectives to recognise landmarks and basic physical features.	-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 use a range of simple geographical vocabulary to refer to physical features: coasts, mountains, rivers, oceans -I can use a range of simple geographical vocabulary to refer to human features: capital cities, urban areas, shops	-I can devise a map; and use and construct basic symbols in a key -I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map -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. -I can use aerial images and plan perspectives to recognise landmarks and basic physical/human features. -I can use fieldwork and observations to study the geography of the school and the human and physical features of the surrounding environment	Europe Capital city (London, Edinburgh, Cardiff, Belfast) Coastal Continent Rural Urban River Mountains Fieldwork Location China Beijing Compare/contrast Physical/Human features Equator North/South Pole North, East, South, West Key Direction Aerial
	LOCATIONAL AND PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK	KEY VOCABULARY
LWKS2 Year 3	-I can name and locate all countries and some cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers -I can name and locate some countries in Europe and identify their main physical and human characteristics.	-I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, tropics of cancer and Capricorn -I can describe and understand key aspects of physical geography including rainforests, rivers, climate zones	-I can use maps, atlases, globes to locate countries and describe features. -I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.	Tropics of cancer Capricorn India Asia Ganges Equator Humid Climate Indian Ocean

	-I can understand the similarities and differences through the study of human and physical geography between the UK and a region in the Americas.	-I can describe and understand key aspects of human geography including land use, food, distribution of natural resources		Rainforest Africa Deforestation Emergent Canopy, Understory Forest floor
	LOCATIONAL AND PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK	KEY VOCABULARY
LWKS2 Year 4	-I can name and locate several cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. -I can name and locate the countries of Europe and identify their main physical and human characteristics. -I can understand the similarities and differences through the study of human and physical geography between the UK and a region in a European country.	-I can name and describe geographical similarities and differences between countries. -I can describe and understand key aspects of physical geography including volcanoes, earthquakes, -I can describe and understand key aspects of human geography including settlements and economic activity	-I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features. -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. -I can use the eight points of a compass	Topography Natural disasters Earthquakes Eruption Volcanoes Global warming Measure Record Features 8 Compass points Russia Characteristics Major cities Mediterranean European Tsunami Ring of fire Tectonic plates Avalanche Draught Tornado Region
	LOCATIONAL AND PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK	KEY VOCABULARY
UPKS2 Year 5	-I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers -I can name and locate the countries of North and South America and identify their main physical and human characteristics. -I can identify the Northern and Southern Hemisphere	-I can describe and understand key aspects of physical geography including mountains, climate zones, water cycles -I can describe and understand key aspects of human geography including water, minerals	-I can use fieldwork to observe, measure and record the human and physical features in the local area and record my results. -I can use the four-figure grid references, symbols and keys -I can use maps, atlases and globes to locate countries and describe features studied	North America South America Climate zones Vegetation Water cycles Latitude Longitude Grid references Hemisphere

	-I can understand geographical similarities and differences of human and physical geography of a region within South and North America --I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).			
	LOCATIONAL AND PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK	KEY VOCABULARY
UPKS2 Year 6	-I can name and locate the world's countries and cities and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. -I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). -I can identify the position and significance of latitude and longitude -I can identify the Arctic and Antarctic Circle	-I can describe and understand key aspects of physical geography including the Arctic and Antarctic Circle -I can describe and understand key aspects of human geography including trade links	-I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. -I can use the six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. --I can use maps, atlases, globes and digital computer mapping to locate countries and describe features studied	Arctic Arctic circle Antarctica Time zones Trade Economic activity Solar power Natural resources Computer mapping Ordnance survey Reference Field work observations Digital technologies

Impact:

We assess the impact of our curriculum by checking that our children know more and remember more. Teachers ensure pupils regularly revisit prior learning over time. This ensures learning is embedded into pupils' long-term memory. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
- Observations within lessons
- Outcomes from tasks/topics
- Flashback Friday
- Flashback 4
- Lesson quizzes
- Pupil voice
- Learning walks
- Curriculum monitoring
- Data analysis