

**Curriculum Planning – Key skills and knowledge covered in each Year group**

**Geography**

KS2											
<b>Teaching Sequence in Geography</b>	<p>The teaching sequence over the year must include:</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> <li>Opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge. Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places? How and why are places connected?</li> </ul> <p>Locational Skills</p> <ul style="list-style-type: none"> <li>Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.</li> </ul> <p>Vocabulary – human and physical features to be included</p> <ul style="list-style-type: none"> <li>Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context.</li> </ul> <p>Application-outdoor learning</p> <ul style="list-style-type: none"> <li>Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning</li> </ul> <p>Apply their knowledge from their topic to the world around them locally and globally.</p> <ul style="list-style-type: none"> <li>What could/should the world be like in the future?</li> <li>What can we do to influence change?</li> </ul>										
<b>Learning, working and talking like a geographer</b>	<p>Being introduced to the key vocabulary that a Geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils ‘talking’ like a geographer.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Place</b></td> <td>Having a ‘sense of place’ – simply put, what is the place like? Having the locational knowledge to describe where there are – which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication), the specific key human and physical aspects of a place created by a shared human experience. Place is also about geographical similarities and differences between places and the significance of location and links with other places at global and local scales of study.</td> </tr> <tr> <td><b>Location</b></td> <td>How natural and man-made places fit together in the jigsaw of the world. The names, locations and characteristics of these locations. How the environmental and human characteristics of places are influenced by their location, but also how the effects of location and distance from other places on people are being reduced by improvements in transport and communication technologies.</td> </tr> <tr> <td><b>Geographical skills and field work</b></td> <td>This is about communicating geographical information in a variety of ways and interpreting geographical information e.g. maps and atlases. Examining how Earths features at different scales are shaped interconnected and change. Fieldwork enables pupils to have first-hand observation of human and physical features and processes and enhances their locational awareness. It gives hands on experience of using and developing geographical skills.</td> </tr> <tr> <td><b>Environment</b></td> <td>This considers how we use the natural world and how people have the ability to change it. The distribution of natural resources and the positive and negative interactions human behaviour has on the environment.</td> </tr> <tr> <td><b>Physical and human processes</b></td> <td>Looking at how people and events can change the physical and human world and the impact these have on the environment. Physical process – an event or sequence of events that occur naturally due to the power of the planet. Human process - things created/affected by people. These processes would not occur without human involvement.</td> </tr> </table>	<b>Place</b>	Having a ‘sense of place’ – simply put, what is the place like? Having the locational knowledge to describe where there are – which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication), the specific key human and physical aspects of a place created by a shared human experience. Place is also about geographical similarities and differences between places and the significance of location and links with other places at global and local scales of study.	<b>Location</b>	How natural and man-made places fit together in the jigsaw of the world. The names, locations and characteristics of these locations. How the environmental and human characteristics of places are influenced by their location, but also how the effects of location and distance from other places on people are being reduced by improvements in transport and communication technologies.	<b>Geographical skills and field work</b>	This is about communicating geographical information in a variety of ways and interpreting geographical information e.g. maps and atlases. Examining how Earths features at different scales are shaped interconnected and change. Fieldwork enables pupils to have first-hand observation of human and physical features and processes and enhances their locational awareness. It gives hands on experience of using and developing geographical skills.	<b>Environment</b>	This considers how we use the natural world and how people have the ability to change it. The distribution of natural resources and the positive and negative interactions human behaviour has on the environment.	<b>Physical and human processes</b>	Looking at how people and events can change the physical and human world and the impact these have on the environment. Physical process – an event or sequence of events that occur naturally due to the power of the planet. Human process - things created/affected by people. These processes would not occur without human involvement.
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**Geography Progression KS2**

Concept	Year 3	Year 4	Year 5	Year 6	End of key stage expectations
<b>Place</b>	<p>Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use.</p> <p>Identify the main physical and human characteristics of the countries and major cities of the United Kingdom.</p> <p>Identify human and physical changes over time in Birmingham.</p> <p>Describe how the locality of the school has changed over time?</p>	<p>Compare geographical regions of Europe and their identifying human and physical characteristics, topographical features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>Describe geographical similarities and differences between a region in the United Kingdom, a region of North America and one in a European country.</p> <p>Identify how the Longbridge area of Birmingham has changed over time.</p>	<p>Compare the regions of Baikonur in Russia, Kennedy Space Centre in America and Goonhilly Downs in the UK.</p> <p>Begin to understand and explain geographical diversity across the world.</p> <p>Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones</p>	<p>Describe, explain and discuss a range of reasons for geographical similarities and differences between countries.</p> <p>Explain how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe the key human and Physical features of Selly Oak. Explain how and why the land use in the area has changed over time.</p>	<p>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</p>
<b>Location</b>	<p>Locate and name the continents on a World Map.</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Locate Birmingham on modern and historical maps, understand how the area has changed over time.</p> <p>Locate our school on a variety of maps. Investigating at more than one scale.</p>	<p>Explain own views about locations, giving reasons.</p> <p>Locate, name and identify the main countries of Europe and their major cities.</p> <p>Locate a geographical region of America, the UK and Europe and compare their identifying human and physical characteristics.</p> <p>Locate Longbridge on modern and historical maps comparing land use and changes over time.</p>	<p>Name and locate some of the countries and cities of Europe, America and Russia, and their identifying human and physical characteristics.</p> <p>Name and locate the countries of South and Central America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</p>	<p>Name and locate major countries and cities of the world and their identifying human and physical characteristics, and understand how some of these aspects have changed over time.</p> <p>Locate Commonwealth countries and the allied and axis countries of World War II. Identify how some of these countries changed over the period.</p> <p>Locate China on a map and describe how the geographical features have changed since the time of the Shang Dynasty.</p> <p>Locate and compare the Great Wall of China, the Berlin Wall and Hadrian’s wall.</p>	<p>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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
<b>Geographical Skills and Fieldwork</b>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use locational and directional language such as: near, far, left, right to describe the location of features on a map.</p> <p>Use fieldwork to observe and record the human and physical features in the local area.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Use maps, atlases and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features of a local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>Use a wide range of resources to identify the key physical and human features of a location.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p> <p>Create maps of locations identifying features using a key.</p>	<p>Use a few geographical resources to give descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>Record the results in different ways.</p> <p>Talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map)</p> <p>Use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world</p>	<p>Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area and record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map)</p> <p>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 my knowledge of the United Kingdom and the wider world.</p>	<p>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.</p>



<b>Place</b>		<b>Place</b>		<b>Place</b>	How does this area compare to the West Midlands in the UK and to a region of a European country (linked to pupils in the class)? What are the similarities and differences?	<b>Place</b>	What is the significance of the Cofton Hackett/Longbridge area of Birmingham? Can I use maps to identify the changes?
<b>Location</b>	What are the names of the main countries in Europe? What are the major cities of these countries? Can I identify these countries and cities on a map? (Link to Roman Empire)	<b>Location</b>	Locate where Mayan settlements would have been on maps.	<b>Location</b>	Can I locate North America, California, West Midlands and the European country discussed on a map?	<b>Location</b>	Can I locate Birmingham on a map?
<b>Geographical skills and field work</b>	Use books, pictures, internet, atlases, satellite images and aerial photographs as sources of information Investigate places at more than one scale Use letter/no coordinates to locate features on a map confidently Locate places on a large scale map/globe	<b>Geographical skills and field work</b>	Use books, pictures, internet, atlases, satellite images and aerial photographs as sources of information	<b>Geographical skills and field work</b>	Ask and respond to questions and offer their own ideas Use books, pictures, internet, atlases, satellite images and aerial photographs as sources of information Investigate places at more than one scale Collect and record evidence, draw conclusions and make comparisons Use letter/no coordinates to locate features on a map confidently Locate places on a large scale map/globe Begin to identify significant places and environments	<b>Geographical skills and field work</b>	Ask and respond to questions and offer their own ideas Use books, pictures, internet, atlases, satellite images and aerial photographs as sources of information Investigate places at more than one scale Collect and record evidence, draw conclusions and make comparisons Begin to use 8 compass points Follow a route on a large scale map Make a map of a route Begin to recognise symbols on an OS map
<b>Environment</b>		<b>Environment</b>		<b>Environment</b>		<b>Environment</b>	What impact has/will these changes have on the environment?
<b>Physical and human processes</b>	What are the key physical and human characteristics of these countries?	<b>Physical and human processes</b>	What human features are still there that tell us about the civilisation?	<b>Physical and human processes</b>	What are the key physical and human features of California in North America? What is an earthquake? Why does this area have earthquakes? How many volcanic eruptions have there been in California? What is a volcano and why do they erupt?	<b>Physical and human processes</b>	How has the area changed over time from a geographical point of view? What were the key geographical human and physical features of the area; how and why has this changed? Can I record these changes using graphs and digital technology?
<b>Vocabulary</b>	See vocabulary list	<b>Vocabulary</b>	See vocabulary list	<b>Vocabulary</b>	See vocabulary list	<b>Vocabulary</b>	See vocabulary list

### Year 5

Theme 1		Theme 2		Theme 3		Theme 4	
Concept	Knowledge (History Theme)	Concept	Knowledge	Concept	Knowledge	Concept	Knowledge
<b>Place</b>		<b>Place</b>	What are the similarities and differences between the areas of the Baikonur Cosmodrome in Russia, the Kennedy Space Centre in America and Goonhilly Downs in the UK?	<b>Place</b>	Identify places that have changed due to the negative impact of pollution and environmental issues.	<b>Place</b>	
<b>Location</b>	What are the names of the countries where the invaders came from? Can I locate these on a map? Can I locate the places where they settled on a map?	<b>Location</b>	Can I locate Russia and north and south America on a map? What are the major cities of these areas? What are the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones?	<b>Location</b>		<b>Location</b>	Can I locate Greece on a map and its major cities?
<b>Geographical skills and field work</b>	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations Compare and contrast places Analyse and draw conclusions from evidence Begin to use 4 figure coordinates to locate features on a map	<b>Geographical skills and field work</b>	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations Compare and contrast places Begin to use 4 figure coordinates to locate features on a map Compare maps with aerial photographs Select a map for a specific purpose e.g. atlas to locate country OS map to find location of a village Use 8 compass points Identify significant places and environments	<b>Geographical skills and field work</b>	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations Collect and record evidence. Analyse and draw conclusions from evidence	<b>Geographical skills and field work</b>	Analyse evidence and draw conclusions eg compare historical maps of varying scales Begin to use 4 figure coordinates to locate features on a map Use atlases to find out about other features of places Identify significant places and environments

<b>Environment</b>		<b>Environment</b>		<b>Environment</b>	What environmental impact have new inventions had upon the environment? How are global warming, acid rain, air pollution, urban sprawl, waste disposal, ozone layer depletion, water pollution and climate change affecting our planet? What is causing these environmental issues? How can we help to save the environment in which we live?	<b>Environment</b>	
<b>Physical and human processes</b>	What are the key features that made these a good place to live? (link Year 3)	<b>Physical and human processes</b>		<b>Physical and human processes</b>	What physical and human processes have had a negative impact upon the environment?	<b>Physical and human processes</b>	What are the key human and physical features of Greece?
<b>Vocabulary</b>	See vocabulary list	<b>Vocabulary</b>	See vocabulary list	<b>Vocabulary</b>	See vocabulary list	<b>Vocabulary</b>	See vocabulary list

**Year 6**

<b>Theme 1</b>		<b>Theme 2</b>		<b>Theme 3</b>		<b>Theme 4</b>	
<b>Concept</b>	<b>Knowledge (History Theme)</b>	<b>Concept</b>		<b>Concept</b>	<b>Knowledge</b>	<b>Concept</b>	<b>Knowledge</b>
<b>Place</b>		<b>Place</b>	What are their main environmental regions and major cities that relate to the ethnicity of children in our class?	<b>Place</b>	Describe the key human and Physical features of Selly Oak. Explain how and why the land use in the area has changed over time	<b>Place</b>	
<b>Location</b>	Can I locate the Allied and Axis countries of WW2 on a map/in an atlas? (Link history) Locate Commonwealth countries of World War II. Identify how some of these countries changed over the period.	<b>Location</b>	What countries do children in our class or their families come from? Can I locate these on a map/globe?  Can I describe the physical and human geography of these countries including: climate, biomes and vegetation belts, rivers, mountains	<b>Location</b>	Identify Selly Oak on various maps, including historical maps.	<b>Location</b>	Where is China on a world map? What are its key human and physical features? What are the names of its major cities? (link Shang Dynasty) How have the geographical features of China changed since the Shang Dynasty? What do the Great Wall of China, the Berlin Wall and Hadrian's wall have in common geographically and how are they different?
<b>Geographical skills and field work</b>		<b>Geographical skills and field work</b>	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations Compare and contrast places Collect, record and analyse evidence unaided and draw conclusions Use 4 figure coordinates confidently to locate features on a map Begin to use 6 figure grid references, latitude and longitude Locate places on a world map and use atlases to confidently identify significant places, environments and features	<b>Geographical skills and field work</b>	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations Collect, record and analyse evidence unaided and draw conclusions Use 8 compass points accurately Draw thematic maps based on their own data Use OS map symbols Follow a route on a OS map Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of Selly Oak.	<b>Geographical skills and field work</b>	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations Compare and contrast places Use 4 figure coordinates confidently to locate features on a map Begin to use 6 figure grid references, latitude and longitude Locate places on a world map and use atlases to confidently identify significant places and features
<b>Environment</b>		<b>Environment</b>		<b>Environment</b>	How has land use changed over time? What affect has this had on the environment?	<b>Environment</b>	
<b>Physical and human processes</b>		<b>Physical and human processes</b>	Can I identify the types of settlement and land use, economic activity and trade links, and the distribution of natural resources in these countries?	<b>Physical and human processes</b>	Building on from field study in Year 3) What are the key human and physical features of a specific area What methods can be used to observe, record and present information about the local area? What impact if any does ..... have on the area? What is the water cycle?	<b>Physical and human processes</b>	
<b>Vocabulary</b>	See vocabulary list	<b>Vocabulary</b>	See vocabulary list	<b>Vocabulary</b>	See vocabulary list	<b>Vocabulary</b>	See vocabulary list