Geography Policy

At Werneth Primary School, we believe in developing the whole child, equipping pupils with the knowledge, skills and conceptual understanding to succeed in education and in later life.

We believe that all children are entitled to a rich, broad and ambitious curriculum that is well matched to their needs, regardless of any barriers to learning they may experience. Our Geography curriculum is designed to ensure that all pupils have the opportunity to develop a secure understanding of the world around them and their place within it.

Intent

At Werneth Primary School, our Geography curriculum aims to equip our children with the knowledge, skills and conceptual understanding to become successful geographers as well as developing their sense of curiosity, awe and wonder about the world around them. They will learn about diverse places, environments and communities and develop an understanding of the physical and human processes that shape our planet.

Our curriculum has been designed to meet the National Curriculum statutory requirements and provides our pupils with experiences and opportunities which best meet their learning and developmental needs (see 'Overcoming Barriers' section). Where pupils cannot access first-hand cultural experiences at home, we aim to provide these opportunities through a rich, broad curriculum enhanced by first hand experiences.

Our curriculum emphasises the importance of supporting children to acquire, develop and apply conceptual and subject specific vocabulary verbally and in writing. This provides the children with the cultural capital needed to discuss learning with increasing levels of confidence and apply this newly acquired language when reading, so that they can read and comprehend a range of texts that support further and/or future learning.

There is a clear progression of key knowledge, skills and conceptual understanding for Geography that outline what our pupils will learn in each year group. Progressive knowledge, skills and conceptual understanding provides our children with the building blocks to equip them for the next stage of their education, whether that be the next unit studied at Werneth Primary School or as our children move to high school.

The National Curriculum identifies four key strands of geographical learning:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

These strands are interwoven throughout our curriculum so that pupils progressively develop both their knowledge of the world and their ability to think geographically.

Follow the link below to find the 'Aims', 'Attainment Targets' and 'Subject Content' of the National Curriculum.
Geography

Through our curriculum, we aim for pupils to:

- develop secure knowledge of the world, including the United Kingdom, continents, oceans and significant geographical features;
- understand the characteristics of different places and make geographical comparisons between them;
- develop an understanding of key physical processes and features, including rivers, mountains, volcanoes, earthquakes, climate zones, biomes and the water cycle;
- understand key aspects of human geography, including settlements, land use, economic activity, trade and the distribution of natural resources;

- understand how human and physical processes interact and how places and environments change over time;
- develop confidence in using maps, atlases, globes, aerial photographs and digital mapping;
- develop increasingly sophisticated fieldwork skills, including observing, measuring, recording, presenting and interpreting geographical information;
- develop and apply subject-specific vocabulary accurately, both verbally and in writing;
- ask geographical questions, investigate places and processes, interpret evidence and communicate geographical understanding;
- develop an appreciation of the diversity of the world and the relationships between people, places and environments.

Our curriculum provides opportunities for pupils to encounter places and experiences that they may not otherwise experience. Where pupils have limited access to cultural, geographical or enrichment experiences outside school, we seek to address this through a rich curriculum, first-hand experiences, fieldwork, visitors, texts, visual resources and carefully selected geographical examples.

Planning
Long Term Planning

Our Geography long-term plan provides a clear progression of knowledge, vocabulary, geographical skills and conceptual understanding from Reception to Year 6. It ensures coverage of the statutory National Curriculum while allowing pupils to revisit and build upon prior learning.

(Please see Appendix 1 – Whole School Geography Long-Term Plan.

Prior to teaching a unit, teachers should familiarise themselves with:

- the National Curriculum requirements;
- the key knowledge and skills to be taught;
- the expected end points;
- relevant prior learning;
- future learning;
- key geographical vocabulary;
- opportunities for fieldwork and geographical enquiry.

Medium Term Planning

The Medium-term plans outline the following details to support teachers to create short term planning sequences:

- National Curriculum requirements;
- key knowledge and geographical skills pupils will learn;
- Outline of previous learning and future learning relevant to the unit,

Where appropriate, learning should begin by revisiting relevant prior knowledge before introducing new geographical content.

Medium-term plans will also include an **overview** of the following **three elements;**

Element 1: Geographical grounding and relevance to the learner

- Locate places using maps, globes and atlases and develop geographical knowledge by making links to places previously studied. Maps to be pre-populated with places children have already studied where appropriate.
- Develop geographical understanding by considering the relevance of the topic and making links to previous learning. Retrieval activities should revisit key geographical concepts and vocabulary across previously studied units.
- Make links to previous teaching to ask relevant, considered and increasingly insightful geographical questions about places, people and environments.
- Review and introduce relevant geographical vocabulary and encourage children to use this vocabulary accurately when discussing and describing places and geographical processes.
- Develop geographical skills through the use of maps, atlases, globes and digital mapping. Children should develop their ability to locate countries, continents, oceans, cities and other significant geographical features appropriate to their year group.
- Use photographs, maps, aerial images, diagrams, data and other geographical sources to develop children's understanding of places, environments and geographical processes. Adaptations may include reducing the number of resources, providing speaking and writing frames, or recording children's responses.

Element 2: Understanding physical and human geography

- Develop an understanding of what places are like and how they are shaped by **physical and human geographical features**, making links to previous learning.
- Explore the impact of physical geography, including features such as **rivers, mountains, coasts, climate, weather and natural resources**, as appropriate to the year group.
- Explore the impact of human geography, including **settlements, land use, economic activity, trade, population and the distribution of resources**, as appropriate to the year group.
- Understand how physical and human processes interact and how they can shape and change places and environments.
- Compare and contrast different places and environments, identifying similarities and differences and developing an understanding of why these may exist.
- Ask increasingly insightful geographical questions based on growing knowledge and understanding of the places and environments being studied.
- Review and introduce relevant geographical vocabulary and use it accurately to explain geographical features, processes and patterns.

Element 3: A geographical study of place and environment

- Undertake an in-depth study of a specific place, region or environment, making comparisons with places previously studied.
- Develop geographical enquiry skills through the study of **maps, photographs, aerial images, data, diagrams, fieldwork and other geographical sources**.
- Understand how geographical features and processes influence the characteristics of places and the lives of the people who live there.
- Investigate how places and environments change over time and consider the causes and impacts of these changes.
- Develop an understanding of geographical patterns, including **climate, land use, population, settlement and economic activity**, where appropriate to the key stage.
- Apply conceptual and contextual geographical vocabulary to the specific context being studied.
- Use geographical skills to **collect, analyse and communicate information**, including through maps, numerical data, graphs, diagrams and written and verbal explanations.
- Give increasingly detailed answers to geographical questions, using evidence from maps, data, fieldwork and other geographical sources.

- Consider how people interact with and impact upon their environment and develop an understanding of **sustainability and how environments can be protected and managed**, where appropriate.

In order to develop strong schema - supporting children to know more and remember more - it may be necessary for teachers to plan sequences of lessons where the Element 2 and Element 3 are taught closely together (e.g. during element 2 in year 5, children learn about the rainforests and why the rainforests are endangered and what does this mean to the world? In element 3, the children then study the Amazon Rainforest in depth) so that children can use their increased knowledge of chronology, location, causation and empathy to better understand the context of the in-depth study.

Short Term Planning

Staff should use the Medium-term plans to develop short term plans which will include the following information:

- **National Curriculum Expectations** – identify the relevant National Curriculum aims, knowledge and skills being taught, including **locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork,** as appropriate to the year group.
- **Key Geographical Knowledge and Skills** – identify the key geographical knowledge and skills pupils are expected to develop and apply during the unit. This should include the relevant geographical concepts, processes and skills that pupils will be assessed against.
- **Conceptual Geographical Vocabulary (Appendix 2)** – teachers should introduce, revisit and develop geographical vocabulary and concepts that link to prior and future learning. Teachers should identify opportunities for pupils to develop an increasingly secure understanding of geographical concepts across the curriculum. For example, understanding climate when studying hot and cold places in KS1 can be developed further when studying biomes, mountains and climate in KS2.
- **Topic-Specific Geographical Vocabulary (Appendix 2)** – staff should plan opportunities for pupils to acquire, develop and accurately apply vocabulary specific to the geographical topic being studied. Where appropriate, links should be made to vocabulary encountered in reading and writing, providing opportunities for pupils to apply newly acquired geographical vocabulary in both spoken and written contexts.
- **Prior and Future Geographical Learning** – staff should look back through previous Medium-Term Plans to identify the geographical knowledge, vocabulary and skills pupils should have developed before beginning a new unit. Teachers should also consider how learning will prepare pupils for future geographical learning. For example, when studying mountains in Year 4, teachers should build upon prior learning about volcanoes and rivers in Year 3 and hot and cold places in Year 1, while identifying the knowledge and vocabulary that will support future geographical learning.
- **Geographical Enquiry, Speaking and Listening Opportunities –** staff should plan opportunities for pupils to ask and answer geographical questions, discuss and explain their ideas, interpret geographical information and develop their use of geographical vocabulary. Planning should identify appropriate speaking and listening structures that support pupils to develop their geographical knowledge, reasoning, enquiry and conceptual understanding.
- **Geographical Skills and Fieldwork** – where appropriate, staff should plan opportunities for pupils to develop and apply geographical skills, including using maps, atlases, globes, aerial photographs, digital mapping, data and fieldwork. Activities should reflect the progression of geographical skills outlined in the National Curriculum for the relevant key stage.

Implementation

Geography lessons should provide pupils with opportunities to know more, remember more and think geographically.

Teaching should follow the principles of effective instruction used across the school.

Review previous learning

Lessons should begin with a review of relevant prior knowledge.

Teachers should revisit:

- key geographical vocabulary;
- previously studied places;
- relevant physical and human features;
- geographical concepts;
- map and fieldwork skills.
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This supports pupils to connect new learning with existing knowledge.

Present new material using small steps

New geographical knowledge and skills should be introduced in manageable steps.

Teachers should identify the essential knowledge pupils need to acquire and model geographical vocabulary and processes accurately.

Ask questions

Questioning should be used throughout lessons to:

- assess pupils' understanding;
- identify misconceptions;
- develop geographical thinking;
- encourage pupils to explain their reasoning;
- encourage pupils to make connections between places and processes;
- develop the accurate use of geographical vocabulary.

Pupils should increasingly be encouraged to ask their own geographical questions.

Model geographical skills

Teachers should explicitly model geographical skills before pupils apply them independently.

For example:

- locating places using an atlas;
- using a map key;
- using compass directions;
- using grid references;
- interpreting aerial photographs;

- collecting fieldwork data;
- constructing graphs;
- interpreting geographical information;
- drawing conclusions from evidence.

The accurate use of geographical vocabulary should be modelled verbally and in writing.

Guided and independent practice

Teachers should use an **'I do, we do, you do'** approach where appropriate.
For example, a teacher may model how to locate a place using an atlas before pupils practise locating other places with guidance and subsequently work independently.

Provide scaffolds for difficult tasks

The expectation is that all pupils should access the same ambitious geographical learning wherever possible.

Scaffolds may include:

- vocabulary banks;
- visual resources;
- maps with key features already identified;
- speaking frames;
- writing frames;
- sentence stems;
- partially completed diagrams;
- worked examples;
- practical resources;
- adult modelling and prompting.

Scaffolds should be carefully selected and reduced when pupils become increasingly independent.

Review learning

Teachers should regularly review learning throughout a unit.
This may include:

- retrieval activities;
- questioning;
- vocabulary review;
- practical tasks;
- quizzes;
- map activities;
- where appropriate; end-of-unit assessments.

Geographical Enquiry and Fieldwork

Fieldwork is an important element of Geography and should provide pupils with opportunities to investigate their local environment and apply geographical knowledge in real contexts.

Pupils should progressively develop their ability to:

- ask geographical questions;
- observe human and physical features;
- collect data;
- measure and record information;
- use appropriate equipment;
- organise and present data;
- interpret geographical information;
- identify patterns;
- draw conclusions;
- communicate their findings.

Fieldwork opportunities should become increasingly sophisticated as pupils progress through the school.
In **Key Stage 1**, pupils may undertake simple observational studies of the school and local environment. For example, Year 1 go on a local area walk to observe and identify human and physical geographical features and begin to record their observations using simple maps and/or photographs.

In **Key Stage 2**, pupils should collect, analyse and present geographical data using a range of methods, including maps, sketches, plans, graphs and digital technologies, in line with the National Curriculum requirements. For example, Year 6 pupils visit Alexandra Park, where they carry out observations of the area and discuss the human and physical geographical features they can see. Children are also given a map and use it to locate and identify these features within the local area.

Overcoming Barriers

At Werneth Primary School, we acknowledge and understand that challenging socio-economic circumstances can create additional barriers to learning for pupils. We also know that multiple factors of deprivation, including language deprivation, can create further barriers for pupils to overcome.
However, we are clear that the impact of these barriers to learning can be reduced through high quality classroom teaching and additional support, where necessary.

In Geography, we acknowledge that children may face the barriers to learning outlined in the table below:

Identified Barriers	Strategies to mitigate the impact
Pupils having English as an additional language and/or a language deficit.	All Geography units will identify key **conceptual and subject-specific geographical vocabulary** which is explicitly taught, revisited and applied. Vocabulary will be revisited across year groups and key stages to develop pupils' understanding and ability to use geographical language accurately. Visuals, maps, photographs, symbols, gestures and Communication in Print resources can be used to support understanding.
Limited cultural and enrichment opportunities.	Geography teaching should provide pupils with opportunities to experience and investigate places and environments beyond their immediate experience. Each unit should include opportunities to develop geographical understanding through **real-life experiences, fieldwork, visitors, virtual experiences and the use of photographs, maps and other geographical sources**. For example, Year 1 pupils undertake a local area walk, Year 4 pupils take part in a litter pick and Year 6 pupils visit Alexandra Park to observe and locate geographical features using maps.

Lack of geographical experiences and understanding of places beyond pupils' immediate environment.	Teachers should explicitly develop pupils' **locational and place knowledge**, making links between new places and those previously studied. Maps, globes, atlases, photographs, aerial images and digital mapping should be used regularly to help pupils develop a secure understanding of where places are and what they are like.
Limited experience of using maps and geographical resources	Teachers should explicitly model how to use **maps, atlases, globes, aerial photographs and digital mapping**. Pupils should have regular opportunities to practise locating and identifying places and geographical features, gradually developing independence and accuracy

Teaching strategy (linked to Rosenshine's Principles of Instruction)	What this may look like within Geography teaching
A review of previous learning	Each session should start with a review of previous geographical learning. At the start of a unit, this should include relevant learning from previous terms and, where appropriate, previous year groups. Staff should review previously taught geographical vocabulary and concepts and identify links to current learning. For example, when beginning a unit on **mountains**, pupils may revisit prior learning about **continents, countries, physical features and volcanoes**
Present new material using small steps	Medium-term planning should outline the small steps through which new geographical knowledge and skills will be developed. Short-term planning should identify clear success criteria, which should be shared with pupils. New geographical concepts, vocabulary and processes should be introduced in manageable steps, building on pupils' prior knowledge.
Ask questions	Staff should use questioning throughout the teaching sequence to assess pupils' geographical knowledge and identify where further guidance or support is needed. Questioning should develop pupils' ability to think geographically and should assess their understanding and use of conceptual and subject-specific vocabulary. Questions should encourage pupils to explain **where**, **what**, **why** and **how** in relation to places, people and environments.
Provide models	Staff should explicitly model geographical knowledge and skills that pupils are expected to develop. This may include modelling how to **use maps and atlases, locate places, use grid references, interpret data, identify geographical features, conduct fieldwork and draw conclusions from evidence**. Throughout the teaching sequence, staff should model the accurate use of geographical vocabulary, both verbally and in writing
Guide student practice Obtain a high success rate Independent practice	Staff should use the **'I do, we do, you do'** approach within Geography lessons. For example, when developing map skills, staff may first model how to accurately locate a place using an atlas or grid reference. Pupils then practise the skill with guidance before applying it independently. Similarly, when interpreting geographical data, teachers should model how to read and interpret the information before pupils practise and apply the skill independently.
Provide scaffolds for difficult tasks	The expectation should be for all pupils to access the same geographical learning intention. Scaffolds and supporting resources should be used to enable pupils to access the learning and develop independence. These may include **writing frames, vocabulary banks, labelled maps, visual prompts, sentence stems, Communication in Print resources and partially completed diagrams or graphs**. Speaking frames can support pupils in acquiring, using and applying geographical vocabulary when explaining their understanding.
Weekly and monthly review	Staff should use plenaries to review and consolidate the geographical learning that has taken place. End-of-unit quizzes or other assessment activities may be used to assess

	pupils' knowledge and understanding. Key geographical vocabulary should be reviewed regularly to develop pupils' understanding and accurate application of subject-specific language. Key geographical knowledge and skills should be revisited throughout the teaching sequence to consolidate pupils' understanding of the **place, environment or geographical process being studied and its relevance to the wider world**

Ordinarily available inclusive practice (OAIP)

We aim for almost all pupils to meet the objectives identified within the Werneth Primary School Geography curriculum and the National Curriculum.

We recognise that pupils may require different levels of support to access the curriculum. This is due to the fact the majority of our children are EAL learners- most of our children experience additional risk factors (https://www.bell-foundation.org.uk/app/uploads/2017/05/EALachievementStrand-1.pdf)

However, we believe that adaptive teaching strategies can support all of our children to access the curriculum so that they develop the same knowledge, skills, vocabulary and conceptual understanding as their peers and meet the demands of our challenging curriculum.

In Geography, the following strategies may be used to adapt the curriculum to meet Werneth Primary School learners' needs*:

Word-aware activities to introduce, recap and reinforce Tier 2 vocabulary (high-frequency words that occur across contexts, e.g. compare, contrast, describe, identify) and Tier 3 geographical vocabulary (subject-specific words, e.g. continent, climate, erosion, sediment, settlement);

- The use of scaffolds, including speaking and writing frames, sentence stems, vocabulary banks and word mats, to support pupils' acquisition, understanding and application of geographical vocabulary;
- Physical resources and experiential learning opportunities to develop geographical schemata and conceptual understanding, including the use of maps, globes, atlases, models, geographical equipment and fieldwork;
- Cooperative learning strategies and approaches that promote active participation in Geography lessons, including Kagan strategies, paired and group discussion, practical activities and 'no hands-up' strategies;
- EAL and inclusive strategies, including the use of photographs, maps, diagrams, symbols, dual-coded activity sheets, sequencing activities, labelling and matching activities to support pupils' understanding of geographical concepts and processes;
- Adaptive adult support, including modelling, prompting, questioning and clueing, to support pupils in developing their geographical knowledge, skills, vocabulary and independence;
- Adaptation of geographical resources and tasks, where appropriate, including reducing the amount of information presented, breaking tasks into smaller steps and providing additional visual or practical support, while maintaining the same geographical learning intention for all pupils.

***Please note that this list is not exhaustive and that other adaptive strategies may be used, as appropriate, to meet learners' needs.**

Provision for higher attaining pupils

Higher attaining pupils will be expected to speak confidently about their learning and makes links to their previous learning. Staff should differentiate their questioning to prompt higher attaining pupils to further develop their reasoning and explanations.

Recording of Work

All work will be recorded in pupils' topic books.
When pupils record work on maps, these should then be stuck carefully into pupils' books.

Cross curricular Opportunities

Geography provides valuable opportunities to strengthen learning across the wider curriculum.
Where appropriate, geographical learning may be linked to:

- **English**, through geographical texts, vocabulary development, discussion and extended writing, for example in Year 3 when studying volcanoes, the children write an explanation text in their English books explaining what happens when a volcano erupts
- **Mathematics**, through data collection, measurement, tables, graphs, scale and coordinates;
- **Science**, through learning about weather, habitats, rocks, soils, plants, the water cycle and environmental change;
- **Computing**, through digital mapping, data presentation and geographical information;
- **Art and Design**, through observational drawing, geographical sketching and representation;
- **Design and Technology**, through consideration of materials, resources, environments and sustainability.

Cross-curricular links should enhance geographical learning while maintaining the integrity and disciplinary focus of Geography.

Feedback and Marking

All work within foundation subjects should be marked prior to the next lesson.

When marking work in foundation subjects, staff should pick up on English errors if appropriate, but remember that the focus should be on the learning intention of the lesson. For example, if a child is spelling common words incorrectly and this is a target of theirs, the teacher may choose to circle this for the child to correct, thus reinforcing the feedback given in English lessons.

Teachers must address spelling errors related to conceptual or subject specific vocabulary.

Assessment

When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.

At Werneth Primary School, our medium-term planning sets out clear end points for individual units of work for the year group. These end points reflect the attainment targets set out in the National Curriculum.

Formative Assessment

Formative assessment strategies are intended to support teachers to identify the knowledge, skills and conceptual understanding which has been secured and to identify misconceptions and less secure knowledge skills and conceptual understanding. Teachers will use this information to adapt and plan sequences of lessons that are well matched to the pupils' needs.

Teachers will regularly update the summative assessment form (on the short-term planning) as appropriate during the sequence of teaching so that lessons can be adapted to address gaps in learning.

Summative Assessment

In EYFS, a baseline assessment in Autumn 1 is completed for all areas of the EYFS curriculum and each area is subject to the three assessment points (Autumn 2, Spring 2, Summer 2).

In Year 1-Year 6 teachers must complete summative assessments against the subject-specific objectives at the end of each unit/sequence of learning (see Appendix 3 for an example of end of unit assessments).

These end of unit assessments will be used to determine a cumulative end of year summative judgement about whether a child is working 'at' (S), 'within' (W) or below (B) age-related expectations.

Only these final- end of year- summative assessment subgrades need to be recorded on **Insight** in the Summer 2 half term (see individual subject assessment documents for thresholds).

These teacher assessments will be moderated internally (by Senior Leaders, Subject Leaders and/or other teachers) and/or externally for EYFS (as requested by the local authority and/or working with other schools).

Impact

In order to measure the impact of teaching and learning in **Geography**, the subject leader and/or senior leadership team will triangulate evidence from a range of sources. Monitoring will focus on pupils' acquisition, retention and application of geographical knowledge, vocabulary and skills, as well as their ability to make connections between different areas of geographical learning.

Subject leaders will place greater or lesser emphasis on particular monitoring activities, in line with the school's approach to recording pupils' work.

Evidence may include:

- **Books and/or learning journeys** – to identify the progression and development of geographical knowledge, vocabulary and skills over time;
- **Assessment information and/or summative assessment data** – to assess pupils' understanding and retention of key geographical knowledge and concepts;
- **Lesson observations and/or learning walks** – to evaluate the quality of geographical teaching and pupils' engagement, understanding and application of geographical knowledge and skills;
- **Pupil voice** – to assess pupils' ability to articulate their geographical knowledge, use subject-specific vocabulary and make connections between places, environments and geographical processes;
- **Fieldwork and geographical enquiry** – to assess pupils' ability to apply geographical knowledge and skills in real-life contexts, including collecting, interpreting and communicating geographical information.

At the end of each teaching sequence, pupils should be provided with opportunities to reflect upon and demonstrate their geographical learning. This may include identifying key knowledge and vocabulary, explaining geographical concepts and processes, applying geographical skills, and making connections between **places, people and environments**, as well as between current and previous learning.

The impact of Geography teaching should be evident in pupils' increasing ability to **know more, remember more and use more** geographical knowledge and vocabulary as they progress through the school. Pupils should become

increasingly confident in asking and answering geographical questions, using geographical resources, interpreting information, undertaking fieldwork and explaining their understanding using appropriate geographical vocabulary.

Supporting Gaps in Prior Geographical Knowledge

Pupils may have gaps in geographical knowledge and skills due to a range of factors, including gaps in prior learning, limited experiences of different places and environments, or missed opportunities for fieldwork and geographical enrichment. This may mean that pupils do not have the prerequisite knowledge or vocabulary needed to access new geographical learning or make connections between geographical concepts and places.
It will not always be possible to revisit all missed or insecure learning in full. However, staff should identify the **key prerequisite geographical knowledge, skills and vocabulary** that pupils need in order to access new learning and address these gaps through retrieval, explicit teaching and carefully planned opportunities to make connections with previous learning.

A strong focus on **conceptual and subject-specific geographical vocabulary**, alongside practical experiences, fieldwork and the use of maps, photographs and other geographical resources, will support pupils to develop secure understanding and make meaningful connections across the Geography curriculum. This will enable pupils to **know more, remember more and apply more** as they progress through the school.

Across the wider curriculum, there are now significant gaps in knowledge and skills due to the school closures in Spring and Summer 2020. Whole units of work have not been taught meaning that children in Upper Key Stage 2 may be less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and/or other enrichment activities that would support them to *know more* and *remember more*.
Despite this, a strong focus upon conceptual vocabulary will support pupils' learning. Staff will also identify any pre-requisite knowledge and skills which must be introduced before beginning a new unit.

Appendix 1 – Whole School Geography Long-Term Plan- see website for details

Appendix 2 – Vocabulary Progression

Geography Vocabulary

Reception:	
Place & location	place, world, country, home, school, local, town, village, city, street
Position & direction	near, far, next to, behind, in front, above, below, left, right, up, down
Maps & journeys	map, route, journey, path, plan, symbol, key
Environment	environment, natural, nature, land, sea, river, hill, mountain, beach, forest, woodland
Weather	weather, sunny, rainy, windy, cloudy, snowy, hot, cold, warm, cool
Seasons	spring, summer, autumn, winter, season, change
Plants & animals	plant, tree, flower, leaf, seed, animal, insect, bird, living
People & places	family, community, home, country, same, different, similar
Geographical enquiry	explore, observe, notice, describe, compare, identify, find, look, listen
Caring for our world	care, protect, recycle, reuse, litter, clean, safe, living things

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our Local Area Mappings skills.	London Comparing Countries and Capital Cities of the British Isles.	Volcanoes A focus on key aspects of physical geography.	Earthquakes and Tsunamis A focus on key aspects of physical geography.	Europe Locate the world's countries using maps to focus on Europe, inc Russia. (Environmental regions, physical and human characteristics, countries and major capital cities)	South America Brazil Locate the world's countries using maps to focus on South America. (Environmental regions, physical and human characteristics, countries and major capital cities.)
Vocabulary Oldham Werneth Primary School Street signs Postcode Local near far	Vocabulary England Scotland Northern Ireland Wales North South east west	Vocabulary Human Natural Disaster Volcano Layers Outer/Inner Core Mantle Eruption	Vocabulary Human Natural Disaster Earthquake After shock Tsunami Extreme Wave	Vocabulary Continent Country Northern/Southern Hemisphere Equator Capital city Population Government	Vocabulary Continents Country Cities Northern/Southern Hemisphere Equator Landmark Climate
left right building plan globe journey travel long bungalow town house transport bus car lorry Map Atlas globe Locate describe, features observe, look watch, measure, record, draw write, sketch plan, graph chart tally	UK City Capital City London Edinburgh Cardiff Belfast Monarchy Tourism Parliament Population Government Leaders Landmarks	Dormant Active Lava Tectonic plate Mantle Crust Magma	Tremor Landslide Ocean Shore Inland Higher ground Magnitude Crust Mantle Outer Core Inner Core Plates Fault Ring of Fire Richter Scale Mercalli	Religion Currency Leaders Cities Landmark Climate Brexit European Union	Religion Currency Population Capital city Inhabitant Lake Titicaca Andes Pampas Incas Street Children

Contrasting UK Places (seaside/farm).	Kenya (Focus on similarities and difference in Human and Physical Geography) Non-European contrasting place.	Rivers (Flooding) Identifying human/physical and topographical features of geographical regions.	Mountains A focus on key aspects of physical geography.	Biomes Rainforests (Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts and rivers.)	Mapping skills
<u>Vocabulary</u> Landscape Countryside City Differences Similarities Compare Contrast Ocean Coast Beach	<u>Vocabulary</u> Compare, contrast, Similarities Differences Continent Country drought Government Wildlife Climate European African	<u>Vocabulary</u> River Source Tributary Waterway Watershed Waterfall Deposition Mouth Flow Meander Riverbank Estuary Fresh water Salt water Silt	<u>Vocabulary</u> Altitude Avalanche Crust Gorges Ridge Summit Face Slope Valley Foot Crevasse Erosion Climate Glacier Peak	<u>Vocabulary</u> Rainforest Country Continent Deforestation Biome Ecosystem Habitat Equator Tropic of Cancer/Capricorn Emergent layer Canopy Understory Undergrowth Flora/fauna	<u>Vocabulary</u> Map Globe Atlas Longitude Latitude Compass Points Grid reference Scale Topography Distance Contour Relief Location Physical Map Symbols

		Confluence Ox Bow Lake Stream	Ravine Landscape	Camouflage Endangered Biodiversity	
Hot and Cold Places Comparing Weather/Seasonal Patterns in Africa and Arctic. Including World Maps. <u>Vocabulary</u> North Pole South Pole Hemisphere Equator wind snow rain hail fog wet dry hot cold humid summer winter autumn spring seasons camouflage					

Appendix 3 – Example of end of unit assessments for Geography

Year 2

Geography objectives

Class 2A/B

Below age related	Key knowledge and skills.	Absent
Spring 1	London	
	• Know the names of all the four countries in the UK.	
	• Know the names of all the capital cities for each of the four countries in the UK.	
	• Name the three seas that surround the UK.	
	• Identify where London is on a UK map.	
Spring 2	Contrasting non-European country. (Kenya)	
	• Know the names of and locate the seven continents of the world.	
	• Know the names of and locate the five oceans of the world.	
	• Know the main differences between a place in England and that of a small place in a non-European country.	