



At Hemingbrough Community Primary School it is our aim that through good quality first teaching and learning opportunities within the Geography Curriculum our pupils will develop:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

NATIONAL CURRICULUM SUBJECT CONTENT		RECEPTION	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	LOCATIONAL KNOWLEDGE	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding area Name and locate the world's seven continents and five oceans	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	Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of latitude, longitude, Equator, Northern and 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	Tell stories about places and journeys. Talk about familiar places.	Understand geographical similarities and differences through studying the human and physical geography of the local area, and of a small area in a contrasting non-European country	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European countries	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European countries
	HUMAN & PHYSICAL GEOGRAPHY	Notices detailed features of objects in their environment.	Identify seasonal and daily weather patterns in the United Kingdom Find out about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Describe and understand key aspects of: Physical geography, including: rivers, mountains, volcanoes and the water cycle Human geography, including: types of settlement and land use and economic activity including trade links	Describe and understand key aspects of: Physical geography, including: rainforests.
	SKILLS & FIELDWORK	Play with small-world models such as a farm, a garage, or a train track. Talk about some of the things they have observed such as plants, animals, natural and found objects.	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries studied at this 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 simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world Use fieldwork to observe, 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world Use fieldwork to observe, 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

SKILLS PROGRESSION	RECEPTION	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Ask and answer questions about the environment around them	<ul style="list-style-type: none"> Demonstrate locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. Identify the key features of a location to say whether it is a town, city, village, coastal or rural area. Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Study pictures of the localities in the past and in the present and ask 'How has it changed?' Ask questions about the weather and seasons. 	<ul style="list-style-type: none"> Demonstrate knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. Ask and answer questions about physical and human features. Look at photographs of places and make reasoned judgements about where the pictures are taken. Match key landmarks to the country and make suggestions as to how landmarks affect a country Ask questions to find out what affects the climate. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Ask and answer questions through own knowledge and self-conducted research. 	<ul style="list-style-type: none"> Demonstrate a detailed and extensive knowledge of the world, including globally significant physical and human features and places in the news. Identify trade links around the world based on a few chosen items. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade. Compare maps past and present and explain changes based on the human inhabitants and changing needs. Compare land-use over three periods and draw conclusions.
	<p>Play with small-world models such as a farm, a garage, or a train track.</p> <p>Draw a map of a small-world environment</p>	<p>Use world maps, atlases and globes.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map. Identify the 4 countries of the UK and label their capital cities.</p> <p>Make a simple map.</p>	<ul style="list-style-type: none"> Use maps, atlases, globes and digital computer mapping. Use maps to locate countries of Europe and make assumptions about physicality. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. 	<ul style="list-style-type: none"> Analyse and give views on the effectiveness of different geographical representations. Confidently use maps globes and Google Earth using 4figure grid-references. Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.
	Talk about some of the things they have observed such as plants, animals, natural and found objects.	<ul style="list-style-type: none"> Use simple field work and observational skills. Use aerial images to plan perspectives of familiar locations e.g. school. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Observe and record information about the local area e.g. how many shops there are near the school. 	<ul style="list-style-type: none"> Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. Identify seasonal and daily weather patterns. Take digital photographs and plot them on to a map using coordinates. Undertake environmental surveys. 	<ul style="list-style-type: none"> Discuss some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change, showing some understanding of the links between places, people and environments. Collect and analyse data to draw conclusions. Observe, measure and record human and physical features. Take photographs to support findings.
	<p>Talk about the environment around them</p> <p>Tell a story about the journey to school</p> <p>Label a self-drawn map</p>	<ul style="list-style-type: none"> Describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. Express own views about a place, people and environment. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. Write comparatively to express the difference between places. Give detailed reasons to support own likes, dislikes and preferences. Explain the purpose of a capital city and form opinions on how this affects population size. 	<ul style="list-style-type: none"> Comparing places, and understand some reasons for similarities and differences Explain and justify personal views about locations. Use sketch maps, plans, graphs and digital technologies. Describe how localities change over time. Draw diagrams, produce writing and use the correct vocabulary. Use, explain and identify 'climate zones'. 	<ul style="list-style-type: none"> Describe in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. Give detailed descriptions and opinions about locations. Describe how countries geographical regions are interconnected and interdependent. Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Describe and explain the processes that cause natural disasters. Use graphs, charts, data and measures to show findings

VOCABULARY PROGRESSION	of field work, drawing conclusions and making.					
	RECEPTION	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2
	Animal	Aerial	Sea	Authority	Survey	Antarctic Circle
	Car	Atlas	Shop	Biome	Tourism	Archipelago
	Inside	Beach	Soil	Cancer	Trade	Arctic Circle
	Farm	Capital City	South	Capricorn	Tropic	Cause and effect
	Flat	City	South Pole	Climate	Urban	Contour
	Nature	Cliff	Town	Climate-zone	Variation	Crust
	Outside	Coast	Valley	Commercial	Volcano	Deposition
	Path	Compass	Vegetation	Consequence	Water cycle	Distribution
	Plant	Continent	Weather	Conclusion		Environmental region
	Road	Country	West	Data		Ethical
	Town	East		Earthquake		Erosion
	Track	Environment		Economy		Evacuation
	Train	Equator		Environmental		Geyser
	Village	Factory		Equator		Greenwich Meridian
		Farm		Europe		Industry
		Forest		Grid		Inhabitant
		Globe		Reference		Fair-Trade
		Harbour		Global		Latitude
		Hill		warming		Longitude
		House		Habitat		Magna
		Human features		Hemisphere		Minerals
		Map		Improvement		Natural disaster
		Mountain		Industrial		Natural resources
		North		Landmark		Precipitation
		North Pole		Land-use		Refugee
		Office		Leisure		Sustainable
		Ocean		Location		Sustainability
		Photograph		Professional		Transportation
		Physical features		Rainforest		Vegetation belt
		Port		Residential		
		Route		Riverbank		
		River		Rural		
				Settlement		



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