



North Bradley CE Primary School Geography Programme of Study.

Our POS is developed from the National Curriculum. The purpose of the POS is for children to be inspired and to have a curiosity and fascination about the world and its people. Our curriculum is designed to develop locational and place knowledge through the study of the human and physical geographical features of the world. Pupils will leave KS2 equipped with knowledge about diverse places, people, resources and natural and human environments. They will have a deep understanding of the Earth's key physical and human processes. As children progress through the school their growing knowledge will help them deepen their understanding of the interaction between physical and human processes. Geographical knowledge, skills and understanding provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Carefully selected skills and themes are chosen to best match each unit of knowledge and progress year on year. These include:

Procedural knowledge—

Disciplinary skills— The ability to ‘think like a geographer’ and understand how geographers study the world around them through enquiry.

- a. Questioning
- b. Sources
- c. Map Skills
- d. Fieldwork

Children will use these geographical enquiry skills to weigh evidence, make connections, draw contrasts, identify trends and frame geographical questions.

Substantive themes – To connect and evaluate geographical knowledge and form geographical understanding.

- a. Location and Place
- b. Human
- c. Physical
- d. Environmental issues (how human activity and physical processes can have an impact on one another)

These themes are revisited regularly within the units. They are explicitly taught and used regularly in context and included on topic knowledge organisers. By carefully mapping these themes across the units and revisiting them, we will help children gain good geographical perspective by placing their growing knowledge into different contexts. Each time the children encounter a concept, their understanding of it becomes deeper and more nuanced.

Substantive knowledge—Understand the critical factual information of location, place and human and physical geography.

Being able to recall substantive knowledge enables pupils to gain an understanding of the world around them and the people within it. It will support children's ability to ‘think like a geographer’ and form their own perspectives and opinions. The substantive knowledge for each unit is provided on a knowledge organiser so that children can learn the essential facts for the topics studied.

To become better geographers, children need to increasingly acquire substantive knowledge and concepts alongside applying the disciplinary skills involved in thinking like a geographer.

Geographical Enquiry and Assessment

We believe that good geographical enquiry is based around a sequenced series of lessons which are held together by a key enquiry question. Teachers will build cumulative, substantive geographical knowledge as the sequence of lessons progress. They will combine this with opportunities for children to apply disciplinary skills to enable children to gain a deep understanding of significant geographical concepts and issues. This provides an ideal context for extending children's literacy in speaking and listening, reading and writing. Many lessons will involve children reading from a supporting text and opportunities are frequently planned for children to write geographical findings during their literacy units of work.

At the end of the unit of work, pupils will be able to use this understanding to give a well-reasoned, substantiated answer to the enquiry question.

The ability of a child to provide a well-reasoned and substantiated answer to the enquiry question:

1. provides a means to assess the children's geographical substantive knowledge as well as their disciplinary skills.
2. assesses the contribution the subject makes to the development of the child's cultural capital.
3. provides a means by which progress can be judged in terms of knowing more and remembering more.



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Year R				
Enquiry Question	What is in the school? What is in North Bradley?	How is the life same in ____ and here? How is life different?	How can we care for the natural world?	How are some places different from here?
Substantive Knowledge Bold = from development matters	Children will know: - Some simple vocabulary to describe features. - The name of North Bradley village.	Children will know: Recognise some similarities and differences between life in this country and life in other countries. - Some simple vocabulary to name features in contrasting locations. - A child's life in another country might be the same or different to theirs e.g. travel to school, what they eat, where they live.	Children will know: Some things they can do to help the world.	Children will know: Recognise some environments that are different to the one in which they live. - Some simple vocabulary to name simple human and physical features.
Disciplinary Skills (Fieldwork) Bold = from development matters	<u>Questioning</u> ____Ask simple questions about a place. <u>Sources</u> - Use photographs to spot simple features. - Use images, video clips, shared texts and other resources to explore the wider world. <u>Map Skills</u> ____Draw information from a simple map. ____Draw simple sketch maps of their surroundings. <u>Fieldwork</u> Explore the natural world around them.			
Substantive Themes	Location and place – the location of the school and its features Human – human features in the school grounds Physical – physical features in the school grounds	Location and place – the location of North Bradley and contrasting places Human – human features in both places Physical – physical features in both places	Environmental issues – ways they can care for the natural world	Location and place – the location of different places Human – human features of places studied Physical – physical features of places studied
Vocabulary	Map, North Bradley , house, road, school, church, park	Same, different , relevant human and physical features	Litter, allotment	Same, different , relevant human and physical features
Previous and Future Links	<u>Future Links</u> Y1 □ North Bradley Y2 □ UK Y3 □ UK Y5 □ London	<u>Future Links</u> Y1 □ North Bradley, North and South Poles Y2 □ UK, climate, Nairobi Y3 □ UK Y4 □ Europe Y5 □ London, biomes Y6 □ South America	<u>Future Links</u> Y1 □ North and South Poles Y2 □ Climate Y3 □ Clevedon Y5 □ River biome, volcano Y6 □ Earthquakes	<u>Future Links</u> Y1 □ North Bradley, North and South Poles Y2 □ UK, climate, Nairobi Y3 □ UK Y4 □ Europe Y5 □ London, biomes Y6 □ South America
Resources	Me on the Map by Joan Sweeney and Qin Leng (local area) Martha Maps it out by Leigh Hodgkinson (local area) The Hundred Decker Bus by Mike Smith (local area) Digimaps Ipads (children to take photographs)			



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Year 1				
Enquiry Question	What are the geographical features of our school grounds?		What are the geographical features of North Bradley?	Why are the ice caps melting?
Substantive Knowledge	Children will know: - Some human and physical features of the school and its grounds. - One way that humans have changed the physical environment in the school grounds.		Children will know: - Some human and physical features of North Bradley. - One way that humans have changed the physical environment in North Bradley.	Children will know: - The location of cold areas of the world in relation to the Equator and the North and South Poles. - Why the ice caps are melting and why this is a problem.
Disciplinary Skills (Fieldwork)	<u>Questioning</u> Ask simple geographical questions starting with 'where' and 'what'.	<u>Sources</u> Use pictures, photographs, non-fiction texts and stories as sources of information.	<u>Map Skills</u> - Locate places studied on a simple world map or globe. - Use globes to identify land and sea. - Locate places studied on a simple world map or globe. - Be able to use directional and locational language (near, far, left, right) to describe the location of features and a route on a map. - Use a plan perspective of a familiar place to identify landmarks and features. - Draw simple sketch maps of a familiar place. - Use a teacher-drawn sketch map to move around a familiar area.	<u>Fieldwork</u> - Investigate surroundings by making simple observations. - Record observations using pictures, words and simple sketch maps.
Substantive Themes	Location and place – the location of the school and its features Human – human features in the school grounds Physical – physical features in the school grounds Environmental issues – that humans changed the physical environment when they built the school.		Location and place – the location of North Bradley and its features Human – human features of North Bradley Physical – physical features of North Bradley Environmental issues – that humans have changed and are changing the physical environment of North Bradley.	Location and place – the location of the North and South Poles and hot and cold areas Human – Physical – the Equator, North and South Poles, hot/cold climate Environmental issues – that human activity is threatening the ice caps
Vocabulary	Map, hill, soil, near, far, left, right, school, human, physical		River, soil, vegetation, village, farm, house, near, far, left, right, human feature, physical feature	Sea, ocean, globe, North Pole, South Pole, land
Previous and Future Links	<u>Previous Links</u> YR □ school grounds <u>Future Links</u> Y1 □ North Bradley Y2 □ UK Y3 □ UK Y5 □ London		<u>Previous Links</u> YR □ local area Y1 □ school grounds <u>Future Links</u> Y2 □ UK Y3 □ UK Y5 □ London	<u>Previous Links</u> YR □ climate, polar <u>Future Links</u> Y2 □ Climate Y4 □ Murmansk Y5 □ River biome Y6 □ South America
Resources	Me on the Map by Joan Sweeney and Qin Leng (local area) Martha Maps it out by Leigh Hodgkinson (local area) The Hundred Decker Bus by Mike Smith (local area) Digimaps Ipads (children to take photographs)		Me on the Map by Joan Sweeney and Qin Leng (local area) Martha Maps it out by Leigh Hodgkinson (local area) The Hundred Decker Bus by Mike Smith (local area) Digimaps Ipads (children to take photographs)	The Owl Who Wanted to Find Out by Jill Tomlinson The Emperor's Egg by Martin Jenkins Atlas of Animal Adventures by Rachel Williams and Emily Hawkins (wildlife) Protecting the Planet: Emperor of the Ice by Nicola Davies and Catherine-Rayner (climate change) https://teacher.lyfta.com (360 degree pictures, articles) Digimaps



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Year 2				
Enquiry Question	What are the geographical features of the UK?		Why is the weather different in different places?	What is the same and what is different about Cardiff and Nairobi?
Overview (Substantive Knowledge)	Children will know: - The names and locations of the four countries of the UK. - Some key human and physical characteristics of the four countries of the UK. - The names and locations of the surrounding seas. - The names and locations of the four capital cities of the UK. - Some key characteristics of the four capital cities of the UK.		Children will know: - The names and locations of the seven continents. - The names and locations of the five oceans. - Seasonal and daily weather patterns in the UK. - The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - That climate impacts the vegetation in a place. - Some ways the climate is changing due to human activity.	Children will know: - Relevant geographical vocabulary to identify features. - The locations of Wales, Kenya, Cardiff and Nairobi on a map. - A range of human and physical features of Cardiff. - A range of human and physical features of Nairobi. - Some human and physical similarities and differences between Cardiff and Nairobi.
Disciplinary Skills (Fieldwork)	<u>Questioning</u> Ask simple geographical questions starting with 'where', 'what' and 'why'.	<u>Sources</u> Use information books, pictures, photographs, aerial photographs and the internet as sources of information.	<u>Map Skills</u> - Be able to use the 4 points of a compass to describe the location of features. - Use a plan perspective to identify landmarks and human and physical features. - Use world maps, large scale maps, infant atlases and globes to locate the UK's countries, cities and seas. - Follow a route on a large-scale map with help. - Draw a sketch map of a place with a simple key using class agreed symbols. - Be able to use the 4 points of a compass to follow routes on a map.	<u>Fieldwork</u> - Be able to carry out a questionnaire, created by the class. - Record their observations using pictures, words, tally charts, sketch maps and simple measurements.
Substantive Themes	Location and place – UK countries, capitals and seas and their characteristics Human – features of the UK countries and capitals Physical – features of the UK countries and capitals Environmental issues – that human activity has changed and is changing the physical environment		Location and place – continents, oceans, Equator and Poles Human – Physical – hot/cold climate, seasons, daily weather patterns in the UK, vegetation Environmental issues – that the climate is under threat from human behaviour	Location and place – Cardiff, Nairobi Human – features of Cardiff and Nairobi Physical – features of Cardiff and Nairobi Environmental issues –
Vocabulary	Cliff, coast, mountain , sea, river , forest , valley , city , town , North, East, South, West, aerial photographs, atlas, country, capital city		Ocean, vegetation , season , weather , climate , Equator , continent , North Pole, South Pole, North, East, South, West, atlases	Beach , coast , mountain, sea, river, soil, vegetation, city, factory , office , port , harbour , house, human, physical, similar, different, North, East, South, West
Previous and Future Links	<u>Previous Links</u> Y1 □ School, North Bradley <u>Future Links</u> Y2 □ Cardiff Y3 □ UK geographical regions, coasts Y4 □ Mountains Y5 □ London, rivers		<u>Previous Links</u> Y1 □ Ice caps <u>Future Links</u> Y4 □ Russia/South West Y6 □ South America	<u>Previous Links</u> U2 □ UK, climate <u>Future Links</u> Y3 □ UK geographical regions Y4 □ Murmansk (comparing) Y6 □ Region of South America (comparing)
Resources	A River by Marc Martin (link to Thames and following a route). Paddington's Post by Michael Bond and R. W. Alley A Walk in London by Salvatore Rubbino Katie in London by James Mayhew https://teacher.lyfta.com/search/360 (360 degree pictures) Digimaps		The Owl Who Wanted to Find Out by Jill Tomlinson Atlas of Animal Adventures by Rachel Williams and Emily Hawkins (wildlife) Protecting the Planet: Emperor of the Ice by Nicola Davies and Catherine-Rayner (climate change) Meerkat Mail by Emily Gravett https://teacher.lyfta.com (360 degree pictures, articles) Digimaps	Jambo, Mama by Kui Mbugua A Visit to Nairobi by Priti Patel Discovering Nairobi: The Capital City of Kenya by Emily Clarke



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Year 3				
Enquiry Question	What is the water cycle? Local fieldwork opportunities		How are the geographical regions of the UK unique?	How might a coastal settlement change over time? (Clevedon)
Overview (Substantive Knowledge)	Children will know: The key aspects of the water cycle.		Children will know: - The name and location of the countries and some major cities of the UK. - The name and location of the geographical regions of the UK. - The name and location of identifying human and physical characteristics of some geographical regions of the UK. - The name and location of key topographical features in the UK – hills, mountains, coasts and rivers.	Children will know: - The name and location of Clevedon (including geographical region and county). - Some geographical features of coasts. - Some land-use patterns in Clevedon. - Current economic activity, including trade links, in Clevedon (including why and impact). - Different types of settlement (village, town, city) and how this applies to Clevedon. - How some aspects of Clevedon have changed over time (e.g. coastal erosion, settlement size, land use, trade).
Disciplinary Skills (Fieldwork)	<u>Questioning</u> Ask a range of geographical questions, starting with 'where', 'what', 'why' or 'how'.	<u>Sources</u> - Suggest some different sources of information to answer geographical questions. - Use non-fiction books, photographs, aerial photographs and the internet.	<u>Map Skills</u> - Use OS maps, junior atlases, maps of different scales and digital maps. - Begin to use 8 compass points to follow and give directions. - Begin to identify different places and boundaries on maps of different scales. - Use letter and number coordinates to locate features on a map. - Recognise some standard OS symbols on a map. - Draw a simple scale sketch map using OS symbols in a key.	<u>Fieldwork</u> - Investigate places and themes at more than one scale. - Begin to collect and record evidence using pictures, words, simple measurements, sketch maps, tally charts and tables. - Analyse evidence and begin to draw conclusions.
Substantive Themes	Physical – the water cycle		Location and place – geographical regions, countries, major cities, name and location of topographical features in the UK – hills, mountains, coasts, rivers Human – human features of geographical regions Physical – name and location of topographical features in the UK – hills, mountains, coasts, rivers	Location and place – Clevedon, South West geographical region, county of Somerset Human – land use patterns, economic activity including trade links, different types of settlement, how human activity (settlement size, land use, trade) have changed over time. Physical – Coastal erosion, physical features of Clevedon's coast Environmental issues – Coastal erosion, impact of land/use and trade on physical environment, impact of physical environment on human activity
Vocabulary	Water cycle, evaporation, water vapour, condensation, precipitation, collection		Geographical regions, region, major city, aerial photograph, atlas , country, city, hill, mountain, coast, river	Coast, county, pier, tourism, trade, land use, settlement (village, town, city), coastal erosion , flooding, coastal management, population
Previous and Future Links	<u>Previous Links</u> <u>Future Links</u> Y4 □ Science Y5 □ Rivers		<u>Previous Links</u> Y1 □ School grounds, North Bradley Y2 □ UK <u>Future Links</u> Y3 – Coasts Y4 □ Mountains Y5 □ Rivers, London	<u>Previous Links</u> Y2 □ UK Y3 □ UK geographical regions <u>Future Links</u> Y4 □ Europe, Russia/Clevedon (comparing) Y6 □ London/South America (comparing)
Resources	Once upon a raindrop by James Carter The Magic School Bus at the Waterworks by Joanna Cole Come on Rain by Karen Hesse Maps and Geography by Ken Jennings How Maps Work by Calum McKenzie Maps and Mapping by Anita Generi The Mapmaker Chronicles: Race to the End of the World by A. L. Tait Mapping it Out: An Alternative Atlas of Contemporary Cartographies by Hans Ulrich Obrist Digimaps		The Monster Who Came to School by Michaela Morgan The Magic Faraway Tree by Enid Blyton Maps and Geography by Ken Jennings Geography from A to Z by Jack Knowlton Where is the United Kingdom by Sarah Fabiny Digimaps	Window by Jeannie Baker The Mystery of Clevedon Cove by Sarah Jones Treasures of Clevedon Castle by Jack Roberts The Secrets of the Cave by Jill Atkins (coastal erosion in a coastal settlement) Seashore by Lucy Cousins (coastal erosion on marine life) https://teacher.lyfta.com/search/360 360 degree pictures Digimaps



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Year 4				
Enquiry Question	What are the key aspects of a mountain?		Where are the major countries and cities of Europe?	
Overview (Substantive Knowledge)	Children will know: - How mountains are formed. - Key mountain features. - The name and location of key mountains in the UK.		Children will know: - The location of the environmental regions of Europe. - The location of key physical and human characteristics of Europe. - The location of countries and major cities of Europe. - The position and significance of the Equator and the Northern and Southern Hemispheres.	
Disciplinary Skills (Fieldwork)	<u>Questioning</u> Ask a range of geographical questions, starting with 'where', 'what', 'why' or 'how'.	<u>Sources</u> - Suggest different sources of information to answer geographical questions. - Use non-fiction books, photographs, aerial photographs, the internet and satellite images.	<u>Map Skills</u> - Begin to use 8 compass points to follow and give directions. - Use junior atlases, large-scale maps, small-scale maps, digital maps and simple thematic maps. - Draw a sketch map to scale using standard OS symbols in a key. - Begin to use 4 figure grid references to locate features on a map. - Locate places on large-scale and small-scale maps. - Draw a plan perspective using 1cm grid paper to represent scale. - Use contours on maps to identify higher areas of land.	<u>Fieldwork</u> - Investigate places and themes at more than one scale. - Collect and record evidence using accurate measurements, sketch maps, tables and bar charts (and relevant previous methods taught). - Analyse evidence and draw their own conclusions, drawing on their evidence.
Substantive Themes	Location and place – name and location of some mountains in the UK Physical – mountains		Location and place – location of environmental regions of Europe and key physical and human characteristics, location of countries and major cities, location of Equator and Hemispheres Physical – Equator	
Vocabulary	Mountain, mountain range, tectonic plates, lava, volcanoes, thematic maps, contours		Europe, continent, country, city, human feature, physical feature, latitude, longitude, scale, thematic maps, Northern Hemisphere, Southern Hemisphere	
Previous and Future Links	<u>Previous Links</u> Y2 □ UK, Nairobi (mountain) Y3 □ UK geographical regions <u>Future Links</u> Y5 □ Volcanoes Y6 □ Earthquakes, South America		<u>Previous Links</u> All year groups □ disciplinary skills Y2 □ Climate, UK Y3 □ UK <u>Future Links</u> Y4 □ Murmansk/Clevedon Y5 □ Rivers, London Y6 □ South America (hemispheres)	
Resources	Mountains by Rebecca Kahn Earth Shattering Events by Robin Jacobs The Mountaineering Mouse by Emma Laybourn Mystery on Everest: A Photographic Mystery by Audrey Salkeld Mountains of the World by Dieter Braun The Pebble in My Pocket by Meredith Hooper and Chris Coady (geomorphology, change) Prisoners of Geography: Our World Explained in 12 Simple Maps by Tim Marshall (interconnected nature between humans, geography and historical events) Stuff You Should Know About Planet Earth by John Farndon and Tim Hutchinson (physical processes) https://teacher.lyfta.com/search/360 (360 degree pictures) Digimaps		Magic Tree House: Fact Tracker – European Countries by Mary Pope Osborne The Story of Diva and Flea by Mo Willems (Paris) Europe: Continents in Close-Up by Paul Rockett Cities in Europe: Insiders Guide by Clive Gifford Children Just Like Me: Celebrations! By Anabel Kindersley (links to culture, religion)	
			This is Our World by Tracey Turner and Asa Gilland (possible case study of a child) The Mystery of the Vanishing Skeleton by Helen Moss Russia: Enchantment of the World by Michael Regan What's Great about Russia? By Rob Alcraft Prisoners of Geography: Our World Explained in 12 Simple Maps by Tim Marshall (interconnected nature between humans, geography and historical events) https://teacher.lyfta.com/search/360 (360 degree pictures) Digimaps	



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Year 5				
Enquiry Question	What are the key features of a river biome?		What are the key aspects of a volcano?	How has London changed?
Overview (Substantive Knowledge)	Children will know: - How rivers are formed. - Why rivers are important. (linked to human features) - The name and location of key rivers in the UK. - How rivers are under threat (pollution, flooding) and some ways this is managed. - What a biome is and how this links to vegetation. - The climate, landscape, animals and plants found in a freshwater biome.		Children will know: - The structure of the Earth. - What volcanoes are. - Different types of volcanoes. - What happens during a volcanic eruption. - About a recent volcanic eruption through exploration of a case study (exploring human responses/impact and the physical event).	Children will know: - The name and location of London and its surrounding counties. - The name and locations of identifying human and physical characteristics of London. - A range of ways that London has changed over time (settlement, land use). - The position and significance of the Prime/Greenwich Meridian. - The distribution of natural resources including energy, food, minerals and water (including the link between human activity and physical environment).
Disciplinary Skills (Fieldwork)	<u>Questioning</u> Ask a wide range of testable geographical questions.	<u>Sources</u> - Suggest sources of information to answer geographical questions and begin to source some independently. - Use non-fiction books, photographs, aerial photographs, the internet and satellite images.	<u>Map Skills</u> - Use contour lines to describe height and slope on a map. - Use a range of maps of different scales, OS maps, junior atlases, thematic maps and digital maps with growing independence. - Begin to use latitude and longitude. - Use 8 compass points to follow and give directions. - Follow a short route on an OS and digital map. - Use 4-figure grid references to locate features on a map. - Draw maps and plans of a range of scales accurately using OS symbols in a key as appropriate.	<u>Fieldwork</u> - Collect their own primary evidence (from questionnaires or interviews). - Record their evidence using accurate measurements, sketch maps and plans, tables, bar charts and line graphs (and relevant previous methods taught). - Analyse evidence and draw their own conclusions, drawing on primary and secondary data.
Substantive Themes	Location and place – location of rivers in the UK, river biomes Human – Physical – biomes, freshwater biomes, river formation, climate, vegetation, animals, plants Environmental issues – threats to rivers, river management		Location and place – Human – human activities to monitor volcanoes Physical – volcanoes Environmental issues – how a volcanic eruption can impact the human activity of a place	Location and place – London and surrounding counties. Human – land use patterns in London, settlement, Prime/Greenwich Meridian, economic activity including trade links Physical – distribution of natural resources including energy, food, minerals and water Environmental issues – how the distribution of natural resources impacts trade and human activity
Vocabulary	River, biome , freshwater biome, pollution, flooding, primary data , secondary data , vegetation, river management, source , meander, confluence, tributary , estuary , delta, mouth , floodplains, meander, upland, erosion		Volcano , composite volcanoes, shield volcanoes, eruption , lava, ash, tectonic plates , pyroclastic flows , ash clouds , volcanic bombs , magma , core, mantel, crust	Counties, South East geographical region, land-use patterns, settlement, change , Prime/Greenwich Meridian , economic activity, trade links, natural resources , urbanisation , development , population
Previous and Future Links	<u>Previous Links</u> Y2 □ UK Y3 □ Coasts <u>Future Links</u> Y5 □ London Y6 □ South America		<u>Previous Links</u> Y4 □ Mountains <u>Future Links</u> Y6 □ Earthquakes	<u>Previous Links</u> Y2 □ UK Y3 □ UK geographical regions Y4 □ Europe Y5 □ Rivers (settlement) <u>Future Links</u> Y6 □ South America (comparing)
Resources	Journey to the River Sea by Eva Ibbotson A River by Marc Martin (link to Thames and following a route). Amazing Rivers: 100+ Waterways That Will Boggle Your Mind by Julie Vosburg Agnone and Kerry Hyndman (rivers) This is Our World by Tracey Turner and Asa Gilland (possible case study of a child) The Incredible Ecosystems of Planet Earth by Rachel Ignatofsky Prisoners of Geography: Our World Explained in 12 Simple Maps by Tim Marshall (interconnected nature between humans, geography and historical events) Stuff You Should Know About Planet Earth by John Farndon and Tim Hutchinson (physical processes) https://teacher.lyfta.com/search/360 (360 degree pictures) Digimaps The River Singers by Tom Moorhouse		Earth Shattering Events by Robin Jacobs This is Our World by Tracey Turner and Asa Gilland (possible case study of a child) Prisoners of Geography: Our World Explained in 12 Simple Maps by Tim Marshall (interconnected nature between humans, geography and historical events) Stuff You Should Know About Planet Earth by John Farndon and Tim Hutchinson (physical processes) Escape from Pompeii by Christina Balit Volcanic Adventure by Willard Price https://teacher.lyfta.com/search/360 (360 degree pictures) Digimaps	Window by Jeannie Baker (change over time) Prisoners of Geography: Our World Explained in 12 Simple Maps by Tim Marshall (interconnected nature between humans, geography and historical events) London: A Three Dimensional Expanding City Skyline by Sarah McMenemy (pop up book showing how London has changed over time) London: A History in Maps by Peter Barber https://teacher.lyfta.com/search/360 (360 degree pictures) Digimaps



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Year 6				
Enquiry Question	What are the key aspects of an earthquake?		How is human activity threatening the physical geography of South America?	What are the similarities and differences between a region of South America and a region of the UK?
Overview (Substantive Knowledge)	Children will know: - What happens during an earthquake. - How earthquakes are measured. - The impact of earthquakes. - About a recent earthquake through an exploration of a case study (exploring human responses/impact and the physical event).		Children will know: - The location of the environmental regions of South America. - The location of a range of countries and major cities of South America. - The position and significance of the Equator, Northern and Southern Hemispheres and the Tropics of Cancer and Capricorn. - The position and significance of time zones (including day and night). - Key features of different biomes in South America. - Climate zones and vegetation belts in South America - Some ways that human and physical features interact in a biome.	Children will know: - The location of key physical and human characteristics of South America. - Key human features of a region of South America, including economic activity, land use and settlement. - The distribution of natural resources including energy, food, minerals and water (and the reciprocal nature of human/physical geography). - A range of geographical similarities and differences between a region of the UK and a region of South America.
Disciplinary Skills (Fieldwork)	<u>Questioning</u> Ask a wide range of testable geographical questions.	<u>Sources</u> - Suggest a wide range of appropriate sources of information to answer geographical questions and source many of these independently. - Use non-fiction books, photographs, aerial photographs, the internet and satellite images.	<u>Map Skills</u> - Use a range of maps of different scales, OS maps, junior atlases, thematic maps and digital maps with growing independence. - Draw thematic maps from data. - Use 6-figure grid references. - Use latitude and longitude.	<u>Fieldwork</u> - Collect and record their own primary evidence (from questionnaires or interviews). - Record their evidence independently, using sketch maps and plans, tables, bar charts, line graphs, pie charts and accurate measurements appropriately (and relevant previous methods taught). - Analyse evidence and draw their own clear conclusions, drawing on a wide range of primary and secondary data.
Substantive Themes	Location and place – Human – Physical – earthquakes, the structure of the Earth Environmental issues – human activity is impacted by volcanic eruptions		Location and place – environmental regions of South America, countries and major cities of South America, Equator, Hemispheres, Tropics of Cancer and Capricorn Human – Time zones Physical – biomes, climate zones, vegetation belts. Environmental issues – threats to biomes from humans	Location and place – physical and human characteristics, a case study of a region of South America, comparison of two regions Human – economic activity including trade links Physical – distribution of natural resources including energy, food, minerals and water. Environmental issues – how the distribution of natural resources impacts trade and human activity
Vocabulary	Tectonic plates, plate boundary/fault line , tsunami , Richter magnitude scale		Biome, environmental regions , Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, time zones , climate, landscape, vegetation	Physical feature, human feature, economic activity, trade links, natural resources, energy, food, minerals, water
Previous and Future Links	<u>Previous Links</u> Y4 □ Mountains Y5 □ Volcanoes		<u>Previous Links</u> Y1 □ Ice caps (climate, Poles) Y2 □ Climate Y4 □ Mountains, Murmansk (climate) Y5 □ Rivers <u>Future Links</u> Y6 □ Comparing	<u>Previous Links</u> Y1 □ Ice caps (climate, Poles) Y2 □ Climate Y3 □ Clevedon Y4 □ Mountains, Murmansk (climate) Y5 □ Rivers, London Y6 □ South America
Resources	Earth Shattering Events by Robin Jacobs This is Our World by Tracey Turner and Asa Gilland (possible case study of a child) Prisoners of Geography: Our World Explained in 12 Simple Maps by Tim Marshall (interconnected nature between humans, geography and historical events) Stuff You Should Know About Planet Earth by John Farndon and Tim Hutchinson (physical processes) I Survived; The Japanese Tsunami, 2011 by Lauren Tarshis Earthquake Terror by Peg Kehret https://teacher.lyfta.com/search/360 (360 degree pictures) Digimaps		https://education.nationalgeographic.org/resource/south-america-resources/ This is Our World by Tracey Turner and Asa Gilland (possible case study of a child) Amazing Animals: 100+ Creatures That Will Boggle Your Mind by Sabrina Weiss and Paul Daviz (animals) The Incredible Ecosystems of Planet Earth by Rachel Ignatofsky Prisoners of Geography: Our World Explained in 12 Simple Maps by Tim Marshall (interconnected nature between humans, geography and historical events) Escape to the River Sea by Emma Carroll (WW2, Amazon Rainforest/River) The Explorer by Katherine Rundell (Amazon Rainforest) Amazon River by Sangma Francis (Amazon River) Escape to the River Sea by Emma Carroll (WW2, Amazon Rainforest/River) Over and Under the Rainforest by Kate Messner (Amazon Rainforest) https://teacher.lyfta.com/search/360 (360 degree pictures) Digimaps	



North Bradley CE Primary School

Geography Programme of Study.

Skills Progression Document – Geography

	Questioning	Sources	Map Skills				Fieldwork			
			Direction/Location	Drawing Maps	Using Maps	Map Types	Gather	Record	Representations	Conclude
R	Ask simple questions about a place.	Use photographs to spot simple features. Use images, video clips, shared texts and other resources to explore the wider world.		Draw simple sketch maps of their surroundings.	Draw information from a simple map.		Explore the natural world around them.			
1	Ask simple geographical questions starting with 'where' and 'what'.	Use pictures, photographs, simple non-fiction texts and stories as sources of information.	Be able to use directional and locational language (near, far, left, right) to describe a route on a map.	Draw simple sketch maps of a familiar place.	Use a teacher-drawn sketch map to move around a familiar area. Locate places studied on a simple world map or globe. Use a plan perspective of a familiar place to identify landmarks and features. Use globes to identify land and sea.	<i>Teacher-drawn maps</i> <i>World Maps</i> <i>Globes</i> <i>Plan perspectives</i>	Investigate their surroundings by making simple observations.	Record their observations using pictures, words and sketch maps.	<i>Pictures</i> <i>Words</i> <i>Sketch maps</i>	
2	Ask simple geographical questions starting with 'where', 'what' and 'why'.	Use information books, pictures, photographs, aerial photographs and the internet as sources of information.	Be able to use the 4 points of a compass the describe the location of features.	Draw a sketch map of a place with a simple key using class agreed symbols.	Use world maps, large scale maps, infant atlases and globes. Follow a route on a large-scale map with help. Use a plan perspective to identify landmarks and human and physical features.	<i>World maps</i> <i>Large scale maps</i> <i>Infant atlases</i> <i>Globes</i> <i>Plan perspectives</i>	Be able to carry out a questionnaire, created by the class.	Record their observations using pictures, words, simple measurements, sketch maps and tally charts with some help.	<i>Pictures</i> <i>Words</i> <i>Simple Measurements</i> <i>Tally Charts</i> <i>Sketch maps</i>	
3	Ask a range of geographical questions, starting with 'where', 'what', 'why' or 'how'.	Suggest some different sources of information to answer geographical questions. Use non-fiction books, photographs, aerial photographs and the internet.	Begin to use 8 compass points to follow and give directions. Use letter and number coordinates to locate features on a map.	Draw a simple scale sketch map using OS symbols in a key.	Use OS maps, junior atlases, maps of different scales and digital maps. Begin to identify different places and boundaries on maps of different scales.	<i>OS maps</i> <i>Junior atlases</i> <i>Maps of different scales</i> <i>Digital maps</i>	Investigate places and themes at more than one scale.	Begin to collect and record evidence using pictures, words, simple measurements, sketch maps, tally charts and tables.	<i>Pictures</i> <i>Words</i> <i>Simple Measurements</i> <i>Tally Charts</i> <i>Tables</i> <i>Sketch maps</i>	Analyse evidence and begin to draw conclusions.



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					Recognise some standard OS symbols on a map.					
4	Ask a range of geographical questions, starting with 'where', 'what', 'why' or 'how'.	Suggest different sources of information to answer geographical questions. Use non-fiction books, photographs, aerial photographs, the internet and satellite images.	Begin to use 8 compass points to follow and give directions. Begin to use 4 figure grid references to locate features on a map.	Draw a sketch map to scale using standard OS symbols in a key. Draw a plan using 1cm grid paper to represent scale.	Locate places on large-scale and small-scale maps. Use junior atlases, large-scale maps, small-scale maps, digital maps and simple thematic maps. Use contours on maps to identify higher areas of land.	<i>Plans</i> <i>Maps of different scales</i> <i>Junior atlases</i> <i>Digital maps</i> <i>Simple thematic maps</i>	Investigate places and themes at more than one scale.	Collect and record evidence using accurate measurements, sketch maps, tables and bar charts.	<i>Pictures</i> <i>Words</i> <i>Accurate measurements</i> <i>Tables</i> <i>Bar Charts</i> <i>Sketch maps</i> <i>Tally Charts</i>	Analyse evidence and draw their own conclusions, drawing on their evidence.
5	Ask a wide range of testable geographical questions.	Suggest sources of information to answer geographical questions and begin to source some independently. Use non-fiction books, photographs, aerial photographs, the internet and satellite images.	Use 4-figure grid references to locate features on a map. Begin to use latitude and longitude.	Draw maps and plans of a range of scales accurately using OS symbols in a key as appropriate.	Follow a short route on an OS and digital map. Use a range of maps of different scales, OS maps, junior atlases, thematic maps and digital maps with growing independence. Use contour lines to describe height and slope on a map.	<i>Plans</i> <i>OS map</i> <i>Digital maps</i> <i>Maps of different scales</i> <i>Junior atlases</i> <i>Thematic maps</i> <i>Historic Maps</i>	Collect and record their own primary evidence (from questionnaires or interviews).	Record their evidence using accurate measurements, sketch maps and plans, tables, bar charts and line graphs.	<i>Pictures</i> <i>Words</i> <i>Accurate measurements</i> <i>Tables</i> <i>Tally Charts</i> <i>Bar Charts</i> <i>Line Graphs</i> <i>Sketch maps</i> <i>Plans</i>	Analyse evidence and draw their own conclusions, drawing on primary and secondary data.
6	Ask a wide range of testable geographical questions.	Suggest a wide range of appropriate sources of information to answer geographical questions and source many of these independently. Use non-fiction books, photographs, aerial photographs, the internet and satellite images.	Use 6-figure grid references. Use latitude and longitude.	Draw thematic maps from data.	Use a range of maps of different scales, OS maps, junior atlases, thematic maps and digital maps with growing independence.	<i>Plans</i> <i>Maps of different scales</i> <i>OS maps</i> <i>Junior atlases</i> <i>Thematic maps</i> <i>Digital maps</i>	Collect their own primary evidence (from questionnaires or interviews).	Record their evidence independently, using sketch maps and plans, tables, bar charts, line graphs, pie charts and accurate measurements appropriately.	<i>Accurate measurements</i> <i>Tables</i> <i>Bar Charts</i> <i>Line Graphs</i> <i>Pie Charts</i> <i>Tally Charts</i> <i>Sketch maps</i> <i>Pictures</i> <i>Words</i> <i>Plan perspectives</i>	Analyse evidence and draw their own clear conclusions, drawing on a wide range of primary and secondary data.