Subject Intent - Geography

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

Substantive Knowledge

Location
Contextual knowledge of the location of globally significant places.

Maps
Knowledge of different types of maps, their features and purposes.

Geographical features
The processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time .

Environmental Impact
Knowledge of the effect of socio-economic activities and natural events of the environment.

Sustainable development
Knowledge of how humans can be more sustainable and the impact this has on the earth.

Disciplinary Knowledge

Investigate places
This knowledge involves understanding the geographical location of places and their physical and human features.

Investigate patterns
This knowledge involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

Communicate geographically
This knowledge involves understanding geographical representations, vocabulary and techniques.

Geography Approach

Enquiry

'Enquiry is one of geography's strongest assets' (Pike, 2016). At Godley the enquiry approach is used to drive learning in Geography. Challenge questions are used at the beginning of each unit which act as a stimulus for learning. Conducting geographical enquiries develops proficiency in asking relevant questions, collecting and analysing data, and drawing conclusions. Geographical enquiry is thoughtful and creative, enabling children of all ages to engage in constructive and imaginative ways to learn (Scoffham, 2017).

Fieldwork

At Godley, enquiry is facilitated and exemplified through outdoor learning and taking part in fieldwork. Geography provides transformative opportunities for learning in the environment as well as from it, about it and for it (Pickering, 2017). fieldwork contributes to learning about the outdoor environment, through children developing their knowledge and understanding in the environment and their sense of responsibility and a desire to care for – even improve – what is around them.

Personal Geography

At Godley we provide opportunities for children's personal geographies to be compared, contrasted and brought together to provide insight into the nature, variety and lives of the communities in the school's catchment area and beyond. Scientific and mathematical investigations contribute to understanding the physical environment when investigating a location through fieldwork activities. Children are given the opportunities to make links to other subject areas and apply skills learnt in these to enhance geographical understanding and communication.

Spatial Awareness

The development of children's spatial awareness is an important part of the geography curriculum at Godley in and about the environment. Studying locations, places and environments develops children's sense of place and space in the world at a range of scales. Studies of human and natural features and phenomena develop children's spatial awareness. Children need to acquire skills to know how best to navigate their way around, considering the routes they might use, what obstacles may require detours and how they might describe the geography of these familiar places.

Maps

Maps are the 'tool' of the geographer – the medium through which geography is recorded, analysed and communicated. Developing the skills of decoding, interpreting, comprehending and analysing information and messages from maps is invaluable, not simply to understand where you are and find your way but to recognise the features and aspects different places in the world. Google maps, OS maps and geographic information systems (GIS) motivate and enable children to delve into and enhance their understanding of places and environments, helping to develop their geographical awareness and articulate their geographical learning. Websites such as Google My Maps and Digi-maps can enrich children's understanding of the world around them at all scales, engaging and encouraging their curiosity.

Primary Geography Curriculum

To help children to understand their 'powerful' geographical knowledge, we recognise and appreciate that we are incorporating and teaching geography in topics and to ensure that the children know that they are doing geography. Children can then meaningfully develop and deepen their understanding and application of geographical knowledge and skills. Through active engagement in primary geography, children are enabled to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.

Godley Primary Geography Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

EYFS

N: My house, my classroom
Location – Godley, Hyde
Maps – World map, local area, satellite aerial view, aerial view of classroom.
Reception – Our School
Location – Godley
Maps – world map, UK, school map with symbols

N: People and their jobs
Location – Hyde
Maps – Hyde focus on symbols of familiar places
Reception –The Rainforest
Location – Brazil – South America
Maps – world map, S America

N:Holidays
Location – UK holiday places – inc. seaside.
Maps – world map, map of UK – seaside towns
Reception –- Antarctica
Location – Antarctica
Maps – world map, Antarctica

Investigate Places - Investigate Patterns – Communicate Geographically

Year 1

Godley
Location – Godley

Maps – world map, globe, OS map Godley, satellite aerial view

The UK
Location – UK – Countries and capitals

Maps – World map, globe UK, 4 countries showing capital cities and key landmarks, OS and satellite maps

The World
Location – the world – continents and Oceans

Maps – world map/globe map of each continent showing some key geographical features that places are renowned for. Climate map

Year 2

Greater Manchester Salford City VS Hyde
Location – Greater Manchester – 10 boroughs

Maps –world, UK showing major cities, greater Manchester – boroughs, Hyde, Salford City. OS maps and satellite. Historical maps

Comparison Study - Kathmandu and Manchester.
Location – Kathmandu, Nepal

Maps – world, Asia, Nepal, Kathmandu, relief, OS maps, satellite, climate,

The World - Extreme weather.
Location – the world, continents, climate zones – hot and cold places. Africa (link to text)
Maps –world, climate zones, equator, poles, weather map, physical map

Investigate Places - Investigate Patterns – Communicate Geographically

Year 4

The world – Ring of Fire
Volcanoes and earthquakes
Location – Pacific Ocean, North and South America, Australia and Asia

Maps – imaginary lines, world map, oceans, volcano/earthquakes, relief maps, physical maps.

Rivers
Location –Rivers of the UK, Main rivers of Europe Yellow Stone Park, North America
Maps – UK rivers, major rivers in Europe, physical maps
North America – Yellow Stone Park, historical maps

Comparison Study – Castleton and Hyde
Location – Castleton, Peak District, Hyde, Cheshire

Maps – UK regions, relief maps, physical, road, population, ordnance survey Castleton, historical maps of Hyde

Year 3

Settlements and Land Use
Location – UK – early settlements – Amesbury and Stonehenge, regions and counties.

Maps –OS maps, physical, historical maps, population, OS maps.

Mapping skills
Location – UK – regions, counties, cities.
Maps – UK – ordnance survey maps, road map, relief maps, physical, counties.

The UK
Location – UK, Regions and Counties, Major Cities London (link to text)

Maps – world/globe, Europe, UK, regions, counties, physical, topographical, historical map.

Investigate Places - Investigate Patterns – Communicate Geographically

Year 5

Earth's imaginary lines
Location – Antarctica and the Arctic
Maps – imaginary lines on world map, relief, climate zones, time zones

The Americas
Location – South America - Brazil – the Rainforest.

Maps – South America, climate zones, relief, biomes, vegetation belts

Sustainability Project –
Location – Asia, Nepal, Tansen, Kathmandu

Maps – world, Nepal, population, food waste maps

Year 6

Comparison study – Manchester and Paris
Location – Europe – France and England

Maps – relief, altitude, physical, weather, population, landmarks
Historical maps – digi maps

Europe - Volcanoes
Location –Italy - Mount Vesuvius - Gulf of Naples in Campania. Iceland Grímsvötn - located under the Vatnajökull glacier in the south eastern quadrant of Iceland.
Maps – physical, relief, Europe, settlements, physical, population

Settlements and trade links
Location – Asia – Indonesia, Malaysia

Maps – resource maps, trade links map, palm oil plantations, historical maps

Year 7

Substantive Knowledge Overview- EYFS/KS1

Subject	Geography					
	Location	Mapping	Human features/processes	Physical features/processes	Environmental impact	Sustainable development
EYFS	Immediate environment Our school The Amazon Rainforest The seaside/holiday destinations Antarctica	Globe, World map Map of the UK showing countries Aerial map of school – satellite images, sketch maps OS maps of local area and seaside areas. Climate maps	houses, streets, roads, buildings, school, lamppost, post box, shop beach, hotels, caravan/camp sites, transport school grounds Research stations	trees, field, stream, weather, woodland, hedgerow, habitats, plants and trees. School grounds rainforest living things, forest layers and climate. Coast, sand, sea. icebergs, snow, ice desert, islands, ice shelves, mountains, dry valleys	**What are the main threats to the rainforest?** Logging interests cut down rain forest trees for timber used in flooring, furniture, and other items. Power plants and other industries cut and burn trees to generate electricity. The paper industry turns huge tracts of rain forest trees into pulp.	**How can we look after our immediate environment?** growing, planting, picking up litter, reuse, reduce, recycle. **How can we protect animals living on Antarctica?**
Year 1	Godley – UK – countries, capital cities, key location of key landmarks The world – continents and oceans	Globe, World map Map of UK showing countries and Greater Manchester. Satellite maps, OS maps, street map, sketch maps UK map with countries and capitals, physical maps World map showing continents and oceans Climate zones 4 points of compass 2 figure grid reference	houses – different types, church, shops, train station, park, reservoir, arches town, city, man made landmarks – Caenarfon Castle, Stonehenge, transport links Well known man made landmarks of the world – Eifel Tower, Stone Henge, Taj Mahal, Great wall of China, Pyramid of Giza, Statue of Liberty, Machu Pichu, Sydney Opera House	field, stream, lake, hills, trees, oceans, land, natural landmarks – Giants Causeway, Loch Ness, Niagra falls, River Nile, Sahara Desert, Mount Everest, Great Barrier Reef, Antarctica Oceans and continents – geographical differences between these - climate, size, location.	**Litter – locality study** Dropped food can attract rodents and insects - spread disease. Some litter can't be broken down and will always remain. Plastic items won't decompose Litter can affect the animals that live in the environment. Can block their homes and habitats	**How can we care for our local community and our wonderful world – what can we do?** growing, planting, picking up litter, reuse, reduce, recycle. Save energy and water
Year 2	Manchester – boroughs Nepal – Kathmandu VS Manchester Hot and cold places in the world	Globe, World map, UK map showing countries and capital cities and county of greater Manchester Map of Greater Manchester showing boroughs, OS maps, satellite images, Historical Physical map of Nepal, city map – Kathmandu, OS map, relief maps 4 points of compass 2 figure grid reference World map showing continents Climate zones, equator, north and south poles	Market, shops, town hall, library, Hyde leisure pool James north clock – changes over time Salford Quays, media city, Lowry, museum, theatre, Ordsall Hall, old Trafford Swayambhunath Temple, Kopan Monastery, Thamel, Durbar Square	Werneth low, Hyde park, river Tame, stream, hills, trees, woodland, hedgerow, canal, River Irwell, Bagmati River, mountain ranges around Kathmandu Daily weather Extreme weather Weather in Kenya (key text) compared to England.	**What causes extreme weather? How can these affect environment?** One of the most visible consequences of a warming world is an increase in the intensity and frequency of extreme weather events.	**What can we do to prevent Climate change** https://www.amnh.org/explore/ology/earth/ask-a-scientist-about-our-environment/how-can-kids-help-prevent-global-warming

Substantive Knowledge Overview - KS2

Geography

	Location	Mapping	Human features/processes	Physical features/processes	Environmental impact	Sustainable development
Year 3	UK – countries, regions and counties of England Mapping – locations within UK - prior learning of counties and regions Settlements in the UK – Amesbury – a town in Wiltshire in SW England. Stonehenge – near Amesbury – Salisbury Plain	Globe World map Satellite images UK map with regions, counties and key cities, physical, historical, relief, climate, population, physical, OS maps Historical maps 8 points of compass 4 figure grid reference	Urban areas and man made features Roads, bridges, reservoirs, towns, cities, key landmarks Lakes – physical or human Houses, settlements Transport, canals	Rivers, mountain ranges, valleys, rural areas, lakes - physical or human) coastline	**Settlements topic –** **Building houses on green spaces - Godley Green (current issue)** https://www.tamesidecorrespondent.co.uk/2022/02/19/godley-green-garden-village-views-from-both-sides-of-the-debates-tameside/	**Ways to make your settlement be sustainable?** Reduce the amount of energy and resources used through improving the efficiency of systems, for example transport, and changing citizens' behaviours Reuse and recycle waste energy and materials Obtain energy from cleaner sources
Year 4	Castleton, Peak District UK and Europe - Rivers How Wolves change Rivers – Yellowstone Park US Ring of Fire – Pacific Ocean, Asia, Australia, N.S. America	Globe, World map UK map with regions, counties, rivers and mountains (physical) relief, topographical OS Map of Castleton and Hyde. Historical map Physical map of Europe showing countries and rivers. Map of Yellowstone park - before and after wolves Ring of Fire - physical maps Climate, population 8 points of compass 4 figure grid reference	The town of Hyde – key places – recap from Year 2 Lakes (physical or human) Peveril Castle Castleton – tourist places – visitor centre, shops	Mam tor Hope valley Caverns Limestone gorge Rivers in UK, streams, source Volcanoes – active, dormant, extinct Ring of Fire	**Impact of wolves on environmental changes and rivers** The wolves changed the behaviour of the rivers. They began to meander less. There was less erosion. The channels narrowed	**sustainable management of the Peak District** https://castletonfarm.co.uk/vision-values/
Year 5	The World – imaginary lines of the Earth FOCUS: Artic and Antarctic circle South America – Brazil, Amazon Rainforest Nepal – Mount Valley school – Tansen (Western Nepal)	Globe, World map, World map with imaginary lines Longitude/longitude The equator, tropics, time zones Arctic and Antarctic circle Physical map, climate population, Map showing biomes, vegetation belts Map of Asia, OS map Tansen, satellite map of the school and village 8 points of compass 6 figure grid reference	Indigenous people of the Arctic, called the 'Inuits'. No permanent human habitation. There are, however, permanent human settlements, where scientists and support staff live for part of the year on a rotating basis. Population of the Amazon rainforest – indegenous groups. Nepal – waste management projects. E.g. biocomp	Arctic: sea ice, coastal wetlands, upland tundra, glaciers, mountains, wide rivers, the sea. Antarctic – ice sheets, ice shelves, sea ice, iceberg Focus on biomes - what are biomes, what are the different types? 5 types Nepal – impact of food waste of physical environment – landfill, methane gases.	**Rising sea levels** **Threats to rainforest** **Impact of food waste** if food goes to the landfill and rots, it produces methane—a greenhouse gas even more potent than carbon dioxide	**How can we prevent food waste in our local community?** https://www.bhf.org.uk/informationsupport/heart-matters-magazine/news/food-banks/10-ways-to-cut-your-food-waste What is the WWF and what do they do?
Year 6	Europe – focus on France, Paris - Europe – volcanoes – Grimsvotn – Iceland, Vesuvius – Italy Asia – Indonesia and Malaysia	Globe, World map, Imaginary lines, resource, trade links, historical, Topographic, relief, spot height, contour lines. Temperature maps Layer shading, 8 points of compass 6 figure grid reference	Key landmarks of Paris and Manchester the canals, the mills, the factories and the railways – MANCHESTER Metro system, museums and architectural landmarks – PARIS	River Seine, River Irwell Montmartre at 130 metres (426 ft) above sea level. Werneth Low Volcanoes of Europe Grimsvotn and Vesuvius. Indonesia - high mountains, active volcanoes. tropical rainforests and jungles, as well as swampy mangrove areas.	**Volcanoes - Impact on settlements** https://www.bbc.co.uk/bitesize/guides/zgh79qt/revision/5#:~:text=The%20high%20level%20of%20heat,be%20destroyed%20and%20changed%20forever. **Palm oil** Indonesia - deforestation that is necessary to expanding palm oil plantations is devastating to forest areas and wildlife	**How can we lessen the impact of palm oil production?** Specific policies that would lessen palm oil's environmental impact include: Bans on deforestation. Creating national parks, limiting clearcutting practices, and banning deforestation in fragile areas would protect rainforests and critical ecosystems. Stricter trade criteria.

Disciplinary Knowledge by Key Stage

Subject	Geography - Disciplinary Knowledge		
	To investigate places - Key Indicators	**To investigate patterns** - Key Indicators	**To communicate geographically** - Key indicators
EYFS	Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map.	Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	Show interest in different occupations Continue developing positive attitudes about the differences between people. Understand that some places are special to members of their community. Describe what they see, hear and feel whilst outside.
Ks1	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.	Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Lower KS2	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/ time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.	Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
Upper KS2	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.	Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Disciplinary Knowledge Overview by Year Group

Subject	Geography – investigate patterns	Geography – investigate places
	Year group expectation	Year group expectation
EYFS	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	Understand that some places are special to members of their community. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Year 1	With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary. With the support of a Teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles. With the support of a teacher, patterns of land use near the school are investigated.	With the support of a teacher, some geographical questions are asked and answered. Guided by a teacher, the key features of a location are identified and described. With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world. With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described. With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described. With the support of a teacher, the world's continents and oceans are named.
Year 2	Some good comparisons, using geographical vocabulary, are applied to contrasting localities. Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. Patterns of land use are investigated and described using geographical language.	Generally, some pertinent geographical questions are asked and answered. There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is. There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world. A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary. The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences. The world's continents and oceans are named accurately and there is some application of this knowledge in describing places.
Year 3	There is some awareness of the terms that can be used to describe geographical patterns. With support from a teacher, similarities and differences between countries are identified With the support of a teacher. some of the changes to the locality of the school over time are identified and described using some geographical language.	There are some good examples of geographical questions about the characteristics of a location When prompted, views about a location are generated with some use of geographical vocabulary to explain them. Some fieldwork techniques are applied when investigating the local area There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics. With some support from a teacher, knowledge of the counties and cities of the United Kingdom is revised and built With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified. upon and some key features of its regions explored.
Year 4	There is a good level of application of a growing range of terminology to describe geographical patterns. Criteria are chosen from a list to help describe the similarities and differences between countries. Geographical language is selected to describe changes to the locality of the school over time.	A developing range of geographical questions are asked and answered accurately. Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations. A growing range of fieldwork techniques are chosen and applied when investigating the local area. Resources are chosen in order to investigate and describe the characteristics of places. The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary. A growing number of European countries are known and their characteristic features identified using geographical vocabulary.

Disciplinary Knowledge Overview by Year Group

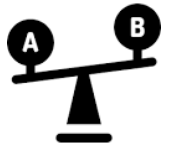
Subject	Geography – investigate patterns	Geography – investigate places
	Year group expectation	Year group expectation
Year 5	Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time. There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described. With some support, the geographical significance of some geographical features and zones are described. With support, some reasons for geographical similarities and differences between countries are explored. With support, changes within locations are described. There is some awareness of geographical diversity and some good examples are given.	With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn. There is some awareness that physical features of a location affect human activity and some examples are given. With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location. With guidance from a teacher, different types of fieldwork are used to investigate and record details of places. There are some good observations about the different representations of a location. Supported by structured activities ,there is a growing knowledge of the world and how some aspects have changed over time. There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described.
Year 6	There is an extensive and well-developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time. There is a good awareness of the countries of North and South America and a deep understanding of a particular location. There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones. There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well. There is a broad understanding of many changes in locations around the word with an in-depth understanding of some of the changes, which are clearly explained. Many types of diversity are understood and some are explained with a high degree of pertinent geographical description. There is an extensive and well-developed understanding of the world and some characteristic features of places.	A growing range of statistical and other information is selected and used to draw some conclusions about locations. There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given. Detailed descriptions and opinions of places justified by using a growing range of geographical resources. Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places. A number of interesting and pertinent observations about various representations of locations are developed and explored. There is a good awareness of a wide variety of places and features of the world and how some features have changed over time. There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location.

Disciplinary Knowledge Overview by Year Group

Subject	Geography – communicate geographically
	Year group expectation
EYFS	Describe what they see, hear and feel whilst outside. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants.
Year 1	With the support of a teacher, some basic geographical features are Identified and used to describe a place. With support from a teacher, compass directions and locational language are used to describe places. With the support of a teacher, simple maps, keys and grid references are used.
Year 2	A growing repertoire of geographical vocabulary is selected to describe places. Generally, compass directions are used accurately and locational language used appropriately to describe places. Simple maps that include keys and simple grid references are created in a number of contexts.
Year 3	With guidance from a teacher, some terminology is used to describe locations geographically. With guidance from a teacher, position and direction is described using some detail and reference to the united Kingdom.
Year 4	When reminded of the range of known geographical vocabulary, descriptions include a good level of detail. When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.
Year 5	There is some awareness of the key physical and human geographical zones with some examples given. With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world. With guidance, maps that identify patterns are created.
Year 6	There is a growing understanding of some of the key physical and human geographical zones with some good examples given. With increasing independence and application of terminology, knowledge of the world is described well. Through investigation, patterns are identified and depicted on maps.

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

Godley Primary – Approach to teaching - Geography

			 	
Enquiry Question	Prior Learning Graphic Organiser – key substantive knowledge	Research - places Investigate - patterns Fieldwork Mapping Physical and Human Geography Environmental impact and sustainability	Record Compare Report	Respond Impact Summary of Learning

Key Threshold Concepts
Investigating Places – Investigating Patterns – Geographical Communication

Disciplinary Knowledge Overview - FIELDWORK

Subject	Geography – fieldwork
EYFS	Ask questions about aspects of their familiar world- (home and school environment) Talk about some of the things they have observed such as plants, animals, natural and found objects in the home or school environment. Know similarities and differences in relation to places, objects, materials and living things as well as how environments might vary from one another. Make observations of physical and human geography around school Take photographs of people and places and express feelings about these. Field sketches of home and school environment.
Year 1	Make observation of geographical features in the local area and ask questions about these. Use simple field sketches of a location/environment. Take photographs of places to reflect upon. Use maps, pictures and stories to find out about different places . Collect a range of data during fieldwork such as the types of houses. Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above. Create a simple map with symbols of the local area.
Year 2	Use simple field sketches and diagrams. Take photographs of people and places to reflect up on. Use plan view or aerial photos to recognise landmarks and to describe human and physical features. Collect and organise simple data from first and second hand sources including fieldwork. Explain simple patterns and offer an explanations. Keep a daily weather chart, describe and compare the weather.
Year 3	Draw and use more detailed field sketches and diagrams, using symbols for a key. Observe, measure and record the human and physical features in the local area responding to a range of geographical questions. Locate appropriate information, needed for a task, from a source material.
Year 4	Draw and use more detailed field sketches and diagrams, using symbols for a key. Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) Suggest which source material to use for a specific task, locating the information needed Collect data – land use survey, traffic survey to support descriptions of location and comparisons. Complete a risk assessment of the school grounds.
Year 5	Field sketches should show understanding of pattern, movement and change draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc. Use videos and photos to create a sense of place. Data collection to support comparisons and descriptions Investigate human geography, the impact of food waste and explore solutions – first hand
Year 6	Scaled investigations – children plan fieldwork activities – map out journey, plan resources – make it purposeful Investigate altitude of local area and beyond to make comparisons. Investigate temperature under ground at different levels. Investigate use of palm oil through fieldwork in supermarket, school and homes

Godley Primary Fieldwork

Why do fieldwork?

Fieldwork is the jewel in the crown of geography and should be done regularly because:

•It engages children with real-world learning

•It enables purposeful data collection

•It connects children to their local environment, creates memories and helps develop identity

•It helps explain the often 'messy' nature of geography in the real world, compares this to theory, and so deepens understanding

•It promotes curiosity, vocabulary acquisition, creativity and critical thinking

•It provides a genuine context for geographical skills and enquiry

•It is a statutory requirement for geography

What does good fieldwork look like?

Fieldwork combines knowledge with skill and requires children to think about what places are like and why, where places are and why, and how they connect to other places. Good fieldwork:

•allows pupils to enquire about places at first-hand

•requires pupils to use and practise a range of skills in a variety of contexts

•builds core knowledge and a sense of place

•has a strong spatial dimension and develops understanding of location

•revisits and investigates the same location over time, noting change and different aspects of place

•visits a range of places near and far and encourages children to look further and deeper

•develops creative and critical thinking

•builds on pupils' own questions and ideas

•often has purposeful outcomes.

Substantive Knowledge – Year Group - Reception

Term – title	Autumn - Our School		Spring - The Rainforest		Summer - Antarctica	
Enquiry Question	What would mouse like and dislike about our school environment?		What would you find in the rainforest?		How is Antarctica different to where we live?	
Location	Godley, a suburb of Hyde, Greater Manchester, England, UK		South America, which is a continent on our world. 60% of the Amazon Rainforest is in Brazil (Focus on Brazil)		Antarctica – Continent of Antarctica Antarctica is another continent in our world which is the world's southern most continent	
Geographical Features	**Human Features/processes** Houses, streets, roads, school building, playgrounds, orchard, carpark, wooden area and play equipment **Why do you think humans built a school here?** Lots of houses nearby – children who live here need to go to school.	**Physical Features/processes** Trees, field, stream,, woodland, hedgerow, **What do these things bring to the environment?** Wildlife, shelter, living things – plants, insects etc	**Human Features/processes** Indigenous people have lived in the Amazon Rainforest for thousands of years. There are some tribes that still live deep in the rainforest today, some of whom do not make contact with the outside world at all!	**Physical Features/processes** Running through the north of the rainforest is the Amazon River. The Amazon Rainforest is characterized by rain, heat and more rain and heat, providing the perfect environment for plants and wildlife! The Amazon is always humid with generous amounts of rain occurring year-round. Layers of the rainforest Habitats and wildlife	**Human Features/processes** Research stations – Purpose of stations: to understand more about the environment. What are they like? https://study.com/academy/lesson/research-stations-in-antarctica-lesson-for-kids.html	**Physical Features/processes** Coldest, driest and windiest continent. Icebergs, snow, ice desert, islands, ice shelves, mountains, dry valleys, coast, sand, sea.
Maps	World map, globe, map of the UK aerial map of school – satellite images Map symbols – drawn by children to represent different areas		Globe, World map, satellite images of amazon rainforest		Globe, world map showing continents, climate map, map of Antarctica showing human features and physical features – ice shelves	
Fieldwork - SKILLS	Observational walk around the school environment Compare different parts of school Sketch map of the school with some symbols of their own Likes and dislikes about different areas – personal geography		Explore the environment around school Look at physical features – plants and wildlife and compare with those found in the rainforest. Wildlife count and type		Set up a research station outside - children think about what they will need – food, shelter, warmth, resources to research – camera/ipads, thermometers, binoculars, magnifying glass, spades to dig the ground. What can you find? How does this compare to what is found in Antarctica?	
Environmental impact	Did we see any litter on our walk around school? Do you see any in your local area? How does this affect the environment? Not very nice to look at, harmful to animals, doesn't decompose – stays there for a long time		**What are the main threats to the rainforest?** Logging interests cut down rain forest trees for timber used in flooring, furniture, and other items. Power plants and other industries cut and burn trees to generate electricity. The paper industry turns huge tracts of rain forest trees into pulp.		**The effect of global warming on Antarctica – What is global warming?** Pollution in our world is causing the world to get warmer (global warming) This is making the ice melt which is affecting the habitats of Adelie penguins	
Sustainable Development	**How can we look after our immediate environment?** Growing, planting, picking up litter, reuse, reduce, recycle.				**What can we do to protect the Adelie Penguins from losing their habitat?** Reduce pollution – walking instead of driving using less energy – switching off lights using less water – reduce reuse recycle	

Disciplinary Knowledge – Reception

ELG		
Understanding The World	People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them
Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.	

Key Concept	Geography	
Investigating places	Year R Expectation	Year 1 Expectation
	Draw information from a simple map. Understand that some places are special to members of their community. Explore the natural world around them	With the support of a teacher, some geographical questions are asked and answered. Guided by a teacher, the key features of a location are identified and described. With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world. With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described. With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described. With the support of a teacher, the world's continents and oceans are named.
Investigating patterns	Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary. With the support of a Teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles. With the support of a teacher, patterns of land use near the school are investigated.
Communicate geographically	With the support of a teacher, some basic geographical features are Identified and used to describe a place With support from a teacher locational language are used to describe places. With the support of a teacher, simple maps, keys are used.	A growing repertoire of geographical vocabulary is selected to describe places. Generally, compass directions are used accurately and locational language used appropriately to describe places. Simple maps that include keys and simple grid references are created in a number of contexts.

Substantive Knowledge – Year Group – Year 1

Term – title	Autumn – Locality Study		Spring – The UK – countries and capital cities		Summer – The world – Continents and Oceans	
Enquiry Question	Where in Godley would you choose to build a house?		Where in the UK would you plant Truffula trees? (Lorax link)		What makes our world wonderful?	
Location	Godley, Hyde, Greater Manchester, England, UK		UK – Countries and Capital cuties		The World – Continents and Oceans	
Geographical Features/processes	**Human** houses – different types, church, shops, train station, park, nursery, town, city, reservoir. A reservoir is an artificial lake created in a river valley by the construction of a dam. The most critical purpose of reservoirs is flood risk management. Reservoirs collect water during times of high rainfall, reducing flood risk, and then release the water slowly over the following weeks and months.	**Physical** field, Godley brook, hills, trees, What do these physical features bring to the environment? Places to attract wildlife, green spaces to enjoy and appreciate	**Human** **Focus on each country, describe the location and focus on particular geographical features** town, city, man made landmarks in London – Big Ben, London Eye, Buckingham Palace, Tower of London Transport systems – how are cities interconnected Caernarfon Castle, Wales	**Physical** **Focus on each country, describe the location and focus on particular geographical features** Oceans surrounding, land, Cities, well known landmarks - Giants Causeway, Loch Ness, River Thames. Highest mountain in UK, longest River in UK	**Human** **Focus on each continent, describe the location and focus on particular geographical features** landmarks of the world – Eifel Tower, Stone Henge, Taj Mahal, Great wall of China, Pyramid of Giza, Statue of Liberty, Machu Pichu, Sydney Opera House Focus on human processes – purpose of the landmarks	**Physical** **Focus on each continent and describe the location and focus on particular geographical features** Niagara falls, River Nile, Sahara Desert, Mount Everest, Great Barrier Reef, Antarctica Oceans and continents Compare and contrast the physical features and om[act on humans
Maps	Globe, World map, Satellite images from Google Earth Satellite images of Godley OS map of Godley Map symbols - church, train station, brook, reservoir, car park – look at other simple OS symbols – camp site, picnic area, nature reserve, school, shop, 4 points of compass – Explain the location of places using these		Globe, World map, Satellite images from Google Earth UK map with countries and capitals OS map of London Map symbols - for landmarks castle, lake, river, tourist attractions – Can you spot these on the OS map of London? 4 points of compass – describe the location of countries, cities and landmarks using compass points.		Globe, World map, Satellite images from Google Earth World map showing continents and oceans Climate zones - discuss hot and cold places and the climate for where we live 4 points of compass – Explain the location of continents in the world in relation to other continents	
Fieldwork - SKILLS	Fieldwork – Godley walk – field sketches. Investigate patterns e.g. pedestrian count an/or and use survey. Use maps, pictures and aerial photographs. Children create their own map of Godley using symbols		Fieldwork – compass directions – where is north? Find and explore outside. Sketch map of the school showing compass points.		Fieldwork – set up temperature study to then compare with climate around the world. Make daily comparisons about the weather. Explore ice – how does it feel? How does it make you feel?	
Environmental impact	**Litter** Dropped food can attract rodents and insects - spread disease. Some litter can't be broken down and will always remain. Plastic items won't decompose Litter can affect the animals that live in the environment. Can block their homes and habitats		Impact of Tourists on big cities - cars, litter, transport systems		**Introduce the term Climate change** when looking at climate maps - Climate change is the shift in the Earth's weather conditions over many years. Our world has been getting hotter due to things humans are doing, like the way we make energy, farm and cut down trees. This is dangerous for humans, wildlife and the planet.	
Sustainable Development	**Recycling our rubbish** https://www.bbc.co.uk/bitesize/topics/zrssgk7/articles/z9w26sg		Park and ride - to reduce pollution from cars		**How can we care for our wonderful world – what can we do?** growing, planting, picking up litter, reuse, reduce, recycle. Save energy and water	

Disciplinary Knowledge – Year 1

Key Concept	Geography	
Investigating places	Year 1 Expectation	Year 2 Expectation
	With the support of a teacher, some geographical questions are asked and answered. Guided by a teacher, the key features of a location are identified and described. With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world. With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described. With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described. With the support of a teacher, the world's continents and oceans are named.	Generally, some pertinent geographical questions are asked and answered. There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is. There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world. A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary. The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences. The world's continents and oceans are named accurately and there is some application of this knowledge in describing places
Investigating patterns	With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary. With the support of a Teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles. With the support of a teacher, patterns of land use near the school are investigated.	Some good comparisons, using geographical vocabulary, are applied to contrasting localities. Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. Patterns of land use are investigated and described using geographical language.
Communicate geographically	With the support of a teacher, some basic geographical features are Identified and used to describe a place. With support from a teacher, compass directions and locational language are used to describe places. With the support of a teacher, simple maps, keys and grid references are used.	A growing repertoire of geographical vocabulary is selected to describe places. Generally, compass directions are used accurately and locational language used appropriately to describe places. Simple maps that include keys and simple grid references are created in a number of contexts.

Substantive Knowledge – Year Group – Year 2

Term – title	Autumn – Greater Manchester Salford City VS Hyde		Spring – Comparison Study – Kathmandu Vs Manchester		Summer – The World – Extreme Weather	
Enquiry Question	**Which is better Salford City or Hyde?**		**Comparison Study – What attracts tourists to Kathmandu and Manchester?**		**The World: What are the Extreme weathers of the world?**	
Location	Hyde, Salford, Greater Manchester, England, UK, Europe UK		Nepal and England, Kathmandu and Manchester City Centre Links to Connecting Classrooms project		The world – hot and cold climate areas of the world	
Geographical Features/processes	**Human** Market, shops, town hall, library, Hyde leisure pool, James north clock Salford Quays, media city, Lowry, museum, theatre, Ordsall Hall, metrolink How has Hyde changed over time? How has Salford changed over time? Why?	**Physical** Werneth low, Hyde park, river Tame, stream, hills, trees, woodland, hedgerow, River Irwell Which areas is more rural and why?	**Human** Swayambhunath Temple, Kopan Monastery, Thamel, Durbar Square What do these human features have in common – built for religious purposes – reflects the culture of the city	**Physical** Bagmati River, mountain ranges around Kathmandu	**Human** What is the impact of extreme weather on humans – focus on recent flood in England. Droughts in England and other countries. Most recent hurricanes	**Physical** Daily weather Extreme weather Weather in Kenya (key text) compared to England
Mapping	Globe, World map, UK map showing countries and capital cities and county of greater Manchester Map of Greater Manchester showing boroughs, OS maps, satellite images, Historical maps – changes over time 4 points of compass 2 figure grid reference		Globe, world map, Asia, Physical map of Nepal and Kathmandu, OS maps, relief maps 4 points of compass 2 figure grid reference		World map showing continents, oceans Climate zones, equator, north and south poles Weather maps Satellite images 4 points of compass 2 figure grid reference	
Fieldwork - SKILLS	**Fieldwork** – Trip to Hyde/ Salford Quays. Compare the two places. recognise landmarks, human and physical, land use survey - simple patterns – why has Salford Quays been built around the Manchester Ship canal?		**Fieldwork –** rainfall collection and temperature - compare with Kathmandu – monsoon season Explore the local church and its features – compare to a religious building in Kathmandu		Fieldwork – Keep a weather diary and compare to contrasting climate zones daily – record on a weather chart.	
Environmental impact	Current issues around litter in the quays and the impact this has on wildlife		The monsoon season in Nepal are getting worse due to climate change – how does this impact the city of Kathmandu and the local residents		**What causes extreme weather? How can these affect environment?** One of the most visible consequences of a warming world is an increase in the intensity and frequency of extreme weather events	
Sustainable Development	How can we reduce plastic waste? https://www.manchestereveningnews.co.uk/news/greater-manchester-news/salford-quays-rubbish-disgusting-pictures-18577043 What can we do in Salford to prevent people littering in the canal?		**What can we do to prevent Climate change** https://www.amnh.org/explore/ology/earth/ask-a-scientist-about-our-environment/how-can-kids-help-prevent-global-warming Conserve energy, convince others to save energy and keep learning		Further work on climate change What can we do as a community to prevent pollution? Conserve energy, convince others to save energy and keep learning	

Disciplinary Knowledge – Year 2

Key Concept	Geography	
Investigating places	Year 2 Expectation	Year 3 Expectation
	Generally, some pertinent geographical questions are asked and answered. There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is. There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world. A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary. The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences. The world's continents and oceans are named accurately and there is some application of this knowledge in describing places	A good range of pertinent geographical questions are asked and answered. There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is. There is a good knowledge of the countries of United Kingdom, the world's continents and oceans and a rapidly growing knowledge of other countries around the world. Simple fieldwork techniques are chosen and the key physical and human features of the school are described well using geographical vocabulary. The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons. The world's continents and oceans are named accurately and well-presented descriptions of places in relation to them are provided.
Investigating patterns	Some good comparisons, using geographical vocabulary, are applied to contrasting localities. Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. Patterns of land use are investigated and described using geographical language.	Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features. Seasonal weather patterns are understood well, and careful observations of daily weather undertaken. There is a well developed ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary.
Communicate geographically	A growing repertoire of geographical vocabulary is selected to describe places. Generally, compass directions are used accurately and locational language used appropriately to describe places. Simple maps that include keys and simple grid references are created in a number of contexts.	A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places. Compass directions and locational language are used fluently and accurately to describe places with judicious detail. Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for keys are well reasoned.

Substantive Knowledge- Year 3

Term – title	Autumn – The UK		Spring – Mapping Skills		Summer – Settlements and Land Use	
Enquiry Question	What are the geographical features of the UK?		Can you plot a route around places in the UK?		What makes a good place to settle?	
Location	UK – countries, major cities, capital city – London (links to text) regions, counties		UK – countries, major cities, capital city – London (links to text) regions, counties		Settlements in the UK – Amesbury – a town in Wiltshire in SW England. Stonehenge – near Amesbury – Salisbury Plain	
Geographical Features/processes	Human Urban areas, roads, bridges, reservoirs, towns, cities, key landmarks – castles, tourist attractions Lakes – physical or human? How do you know? Human features of London – progress from Year 1- How has London changed over time and why?	Physical Major rivers – Severn, Thames, Trent and Mersey – Local river – River Tame Mountains - Scafell Snowdon, Ben Nevis Largest lake – lough Neagh	Human Transport systems, roads, airports, canal, rivers, seas, railways, trams Key landmarks – man made	Physical Landscapes of regions - can you see these on the map? Look at the key to find rivers lakes, woodland, forest, hills and mountains.	Human Explain what a settlement is. look at early settlement sites of the UK - Amesbury and Stone Henge. features of a settlement site; list the things settlers need from a settlement site; different types of land use;	Phys What physical features are useful to have near or within a settlement? Rivers, valleys, water supply, defence, shelter, climate
Mapping	Globe World map Satellite images, UK map with regions, counties and key cities, physical, historical, relief, climate, population, physical, OS maps Historical maps 8 points of compass 4 figure grid reference		Globe World map Satellite images, UK map with regions, counties and key cities, physical, historical, relief, climate, population, physical, OS maps Historical maps, transport links 8 points of compass 4 figure grid reference		Globe World map Satellite images, UK map with regions, counties and key cities, physical, historical, relief, climate, population, physical, OS maps Historical maps 8 points of compass 4 figure grid reference	
Fieldwork - SKILLS	**Fieldwork** –Walk to reservoir – field sketch – look at views of more rural area. Map of area using symbols		**Fieldwork** – map out a trip around school for someone else to follow using symbols and compass points.		**Fieldwork -** Why settle in Godley? Land use survey, collect opinions about Godley, pedestrian count, traffic survey, Trip to roman settlement – Marsden?	
Environmental impact	How do reservoirs help the environment? In addition to supplying water to households and factories, reservoirs can also be used to channel water through turbines in a dam to generate clean electricity. They also drain water collected during the rainy season onto dry agricultural land		Impact of transport on environment – cars, trains, planes, etc 1. Energy Consumption in Transport and Environmental Pollution: Transport requires energy mainly for vehicle operation and to some extent also for manufacturing of the vehicle. ... 2. Air Pollution: Transport is a major source of air pollution not only in developed but in developing countries also. ... 3. Noise Pollution: ... 4. Land Consumption and Landscape Damage: ...		**Settlements topic –** **Building houses on green spaces - Godley Green (current issue)** https://www.tamesidecorrespondent.co.uk/2022/02/19/godley-green-garden-village-views-from-both-sides-of-the-debates-tameside/	
Sustainable Development	What can we do to prevent flooding in the first place? Reduce, re-use, re-cycle – prevent global warming		Transport systems of the UK – how are these preventing global warming? buses, the metro, trains, trams, and taxis		Ways to make your settlement be sustainable? Reduce the amount of energy and resources used through improving the efficiency of systems, for example transport, and changing citizens' behaviours Reuse and recycle waste energy and materials Obtain energy from cleaner sources	

Disciplinary Knowledge – Year 3

Key Concept	Geography	
Investigating places	Year 3 Expectation	Year 4 Expectation
	There are some good examples of geographical questions about the characteristics of a location When prompted, views about a location are generated with some use of geographical vocabulary to explain them. Some fieldwork techniques are applied when investigating the local area. There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics. With some support from a teacher, knowledge of the counties and cities of the United Kingdom is revised and built upon and some key features of its regions explored. With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.	A developing range of geographical questions are asked and answered accurately. Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations. A growing range of fieldwork techniques are chosen and applied when investigating the local area Resources are chosen in order to investigate and describe the characteristics of places. The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary. A growing number of European countries are known and their characteristic features identified using geographical vocabulary.
Investigating patterns	There is some awareness of the terms that can be used to describe geographical patterns. With support from a teacher, similarities and differences between countries are identified With the support of a teacher. some of the changes to the locality of the school over time are identified and described using some geographical language.	There is a good level of application of a growing range of terminology to describe geographical patterns. Criteria are chosen from a list to help describe the similarities and differences between countries. Geographical language is selected to describe changes to the locality of the school over time.
Communicate geographically	With guidance from a teacher, some terminology is used to describe locations geographically. With guidance from a teacher, position and direction is described using some detail and reference to the united Kingdom	When reminded of the range of known geographical vocabulary, descriptions include a good level of detail When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.

Substantive Knowledge- Year 4

Term – title	Autumn – Comparison Study – Castleton and Hyde		Spring - Rivers		Summer – The Ring of Fire – Volcanoes and Earthquakes	
Enquiry Question	How is Castleton different to Hyde?		How are rivers important to humans?		What makes the earth angry?	
Location	Hyde – prior learning Castleton, Peak District, Derbyshire, East Midlands, England, UK, Europe		UK and Europe - Rivers How Wolves change Rivers – Yellowstone Park US		Ring of Fire – Pacific Ocean, Asia, Australia, N.S. America	
Geographical Features/processes	**Human** The town of Hyde – key places – recap from Year 2 Castleton - tourist places Peveril Castle Why is Castleton a good place to build a castle?	**Physical** Mam tor Hope valley Caverns Limestone gorge	**Human** How are rivers important to humans? Why do people choose to settle near to rivers?	**Physical** Rivers in U and Europe What is a river? https://www.twinkl.co.uk/teaching-wiki/river **3 stages of a river**	**Human** How do volcanoes and earthquakes impact humans? How to keep safe during an earthquake	**Physical** Volcanoes – active, dormant, extinct Ring of Fire - why? Name the layers that make up the Earth; name the key parts of a volcano; show where most volcanoes are found Describe an Earthquake – causes
Maps	Globe, World map UK map with regions, counties, rivers and mountains physical, relief, topographical OS Map of Castleton and Hyde. Historical map. 8 points of compass 4 figure grid reference		Globe, World map, Physical map of Europe showing countries and rivers, Map of Yellowstone park - before and after wolves Historical maps 8 points of compass 4 figure grid reference		Globe, world map, Ring of Fire - physical maps Climate, population, maps to show earthquakes and volcanoes – look for patterns 8 points of compass 4 figure grid reference	
Fieldwork - SKILLS	Fieldwork – walk to Hyde – detailed field sketch, land use survey, traffic survey – how many cars pass by in certain time. Trip to Castleton. Land use survey, field sketches, traffic survey – compare		Fieldwork – walk to stream – observe flow, parts of the stream – find out sources and mouth Fieldwork – River Tame – observations, identify features of a river an locate this on the map		Fieldwork – where is the riskiest place in school if there was an earthquake? Where would be the best place to be?	
Environmental impact	What is the impact of tourism on Castleton?		Impact of wolves on environmental changes and rivers The wolves changed the behaviour of the rivers. They began to meander less. There was less erosion. The channels narrowed		Impact of Volcano on environment – deterioration of water quality, fewer periods of rain, crop damages, and the destruction of vegetation.	
Sustainable Development	sustainable management of the Peak District https://castletonfarm.co.uk/vision-values/				Recycling – volcanic ash There are two key benefits of recycling debris from volcanic eruptions. It reduces the need for raw materials to manufacture new products - in this case, blocks, bricks and insulation - making their production more sustainable. It also means finding a productive use for something that would otherwise have to be collected and disposed of.	

Disciplinary Knowledge – Year 4

Key Concept	Geography	
Investigating places	Year 4 Expectation	Year 5 Expectation
	A developing range of geographical questions are asked and answered accurately. Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations. A growing range of fieldwork techniques are chosen and applied when investigating the local area Resources are chosen in order to investigate and describe the characteristics of places. The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary. A growing number of European countries are known and their characteristic features identified using geographical vocabulary.	Some very pertinent questions that uncover the nature of a location are asked and answered Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations. Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations. Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features. Fluent recall of the counties and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to provide clear descriptions that include well-chosen geographical vocabulary. A large number of European countries are known and criteria are created to show similarities and differences between their characteristics.
Investigating patterns	There is a good level of application of a growing range of terminology to describe geographical patterns. Criteria are chosen from a list to help describe the similarities and differences between countries. Geographical language is selected to describe changes to the locality of the school over time.	There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns. Well-reasoned criteria are created to describe the similarities and differences between countries. Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time
Communicate geographically	When reminded of the range of known geographical vocabulary, descriptions include a good level of detail. When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.	An in-depth understanding of geographical terms is well chosen to provide accurate and concise descriptions. A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world.

Substantive Knowledge – Year 5

Term – title	Autumn		Spring		Summer	
Enquiry Question	**What are the differences between Antarctica and the Arctic?**		**How do you survive in the Amazon Rainforest?**		**How can we combat food waste in Godley and Nepal?**	
Location	The Artic and Antarctica The World – imaginary lines of the Earth and different zones of the earth		South America, Brazil, The Amazon Rainforest		Mount Valley School - Tansen is a Municipality and the administrative centre of Palpa District in the "hills" of western part of Nepal.	
Geographical Features /processes	**Human** - Indigenous people of the Arctic, called the 'Inuits'. - No permanent human habitation. There are, however, permanent human settlements, where scientists and support staff live for part of the year on a rotating basis.	**Physical** - Arctic: sea ice, coastal wetlands, upland tundra, glaciers, mountains, wide rivers, the sea. - Antarctic – ice sheets, ice shelves, sea ice, iceberg	**Human** The Amazon rainforest may be home to some 30 million people. Some 1.6 million of these inhabitants are indigenous, and they belong to more than 400 different indigenous groups. Some are isolated tribes who choose to avoid contact with the outside world.	**Physical** Focus on biomes - what are biomes, what are the different types? 5 types Focus on tropical rainforest - research this biome and compare with local biomes (temperate – deciduous forest)	**Human** Sustainability Project – Connecting Classrooms – Nepal. Learn about sustainability goals Focus on 'end hunger' Look at where food comes from, Why there is so much waste The impact of food waste What we can do about it in our local areas – connect to children in Nepal to see what they can do Nepal – Waste Management Projects. E.g. biocomp	**Physical** Impact of food waste on the environment A proportion of waste food will end up in a landfill site, where it rots and releases methane, a powerful greenhouse gas. If we stopped throwing this good food away it would save the equivalent of at least 17m tonnes of carbon dioxide
Fieldwork – SKILLS	Compare the temperature of the water in the polar regions to the water in Godley brook – look for patterns, find the average, where is the water warmer/cooler?		Explore local biomes - Temperate Deciduous Forest. Forests that are dominated by trees that lose their leaves every year and are found in areas with warm, moist summers and mild winters. What deciduous trees are in our local area? Deciduous tress are - oaks, maples, and beeches,		Grow your own food – this will prevent food waste – grow what you need, less packaging, more sustainable. Vegetable garden Possible Visit to food recycling centre	
Mapping	World map with imaginary lines Imaginary lines that delineate specific areas of the Earth - why are these important? Locate places using these lines. Know about the Equator, the Hemispheres, the Poles and the Tropics. Lines of longitude and latitude. Artic and Antarctic circle The equator, tropics, time zones 8 points of compass 6 figure grid reference		Globe, World map, Satellite images, Relief maps, physical, historical, biomes, vegetation belts 8 points of compass 6 figure grid reference		Globe, world, Map of Asia, physical, relief, OS map, Tansen, satellite map of the school and village, 8 points of compass 6 figure grid reference	
Environmental impact	**Rising sea level due to climate change** The Arctic and Antarctic are vastly different places. But these polar regions do have something in common: As climate change transforms these areas, people all over the world – even many thousands of miles away – will face the effects. As land ice melts from the Greenland ice sheet and from Antarctica, rising seas are threatening coastal cities and low-lying nations.		**Threats to the rainforest:** This vast untamed wilderness is under increasing threat from huge-scale farming and ranching, infrastructure and urban development, unsustainable logging, mining and climate change		**Impact of food waste** If food goes to the landfill and rots, it produces methane — a greenhouse gas even more potent than carbon dioxide	
Sustainable Development	Reduce carbon footprint – what does this mean? A carbon footprint is the total amount of greenhouse gases (including carbon dioxide and methane) that are generated by our actions.		WWF – How does this organisation help protect the rainforest? The World Wide Fund for Nature Inc. is an international non-governmental organization founded in 1961 that works in the field of wilderness preservation and the reduction of human impact on the environment. What does the WWF do? Image result for what is the wwf WWF works to conserve endangered species, protect endangered		**How can we prevent food waste in our local community?** https://www.bhf.org.uk/informationsupport/heart-matters-magazine/news/food-banks/10-ways-to-cut-your-food-waste	

Disciplinary Knowledge – Year 5

Key Concept	History	
Investigating places	Year 5 Expectation	Year 6 Expectation
	With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn. There is some awareness that physical features of a location affect human activity and some examples are given. With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location. With guidance from a teacher, different types of fieldwork are used to investigate and record details of places. There are some good observations about the different representations of a location. There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described.	A growing range of statistical and other information is selected and used to draw some conclusions about locations. There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given. Detailed descriptions and opinions of places justified by using a growing range of geographical resources. Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places. A number of interesting and pertinent observations about various representations of locations are developed and explored. There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.
Investigating patterns	Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time. There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described. With some support, the geographical significance of some geographical features and zones are described. With support, some reasons for geographical similarities and differences between countries are explored. With support, changes within locations are described. There is some awareness of geographical diversity and some good examples are given.	There is a good awareness of a wide variety of places and features of the world and how some features have changed over time. There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location. There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones. There is a growing understanding of some of the similarities and differences with some good examples provided. There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes. There is a growing understanding of the range of geographical diversities that exist and some good examples
Communicate geographically	There is some awareness of the key physical and human geographical zones with some examples given. With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world. With guidance, maps that identify patterns are created.	There is a growing understanding of some of the key physical and human geographical zones with some good examples given. With increasing independence and application of terminology, knowledge of the world is described well. Through investigation, patterns are identified and depicted on maps.

Substantive Knowledge- Year 6

Term – title	Autumn – Comparison study – Paris and Manchester		Spring – Europe – Volcanoes		Summer – Palm Oil	
Enquiry Question	Preferez vous Paris ou Manchester?		Which expedition would be the most dangerous Grimsvotn in Iceland or Vesuvius in Italy?		Palm Oil – marvellous or monstrous?	
Location	Paris, northern central France, Europe		**Grimsvotn** - a volcano located under the Vatnajökull glacier in the south-eastern quadrant of Iceland **Vesuvius** - Mount Vesuvius, located 12 kilometres southeast of Naples, Italy.		Asia – Indonesia and Malaysia - Indonesia, country located off the coast of mainland Southeast Asia in the Indian and Pacific oceans. Malaysia, country of Southeast Asia, lying just north of the Equator.	
Geographical Features /processes	**Human** How are UK and France interconnected? France is one of the UK's largest export markets and a major global economy. In easy reach of the UK, it offers many export opportunities for businesses offering innovative, quality products. Population of Paris Key landmarks of Paris and Manchester the canals, the mills, the factories and the railways – MANCHESTER Metro system, museums and architectural landmarks – PARIS	**Physical** Compare landscapes River Seine, River Irwell Montmartre at 130 metres (426ft) above sea level. Werneth Low	**Human** Impact of volcanoes of human settlements.	**Physical** Compare physical landscapes. Iceland - landscape's is characterized by waterfalls, geysers, volcanoes, black sand beaches and otherworldly steaming lava fields. Iceland has very mild, coastal weather, stemming from the Gulf Stream. Italy is known for its Mediterranean climate. Inland, it is generally cooler and wetter but usually hotter during the summer. The sea surrounds Italy, and mountains crisscross the interior, dividing it into regions. The Alps cut across the top of the country and are streaked with long, thin glacial lakes. From the western end of the Alps, the Apennines mountains stretch south down the entire peninsula. Volcanoes of Europe Grimsvotn and Vesuvius. Build on From Year 4 – what are volcanoes, impact on physical environment	**Human** Settlements and trade links What is global trade? UK exports and imports Distribution of natural resources – with a focus on palm oil Which countries supply palm oil? Pros and cons of using palm oil? Deforestation for palm oil – human activity	**Physical** **What are natural resources?** Oil, coal, natural gas, metals, stone and sand – look at places where some of these are find. Focus on palm oil -Palm oil is an edible vegetable oil derived from the mesocarp of the fruit of the oil palms. The oil is used in food manufacturing, in beauty products, and as biofuel.
Fieldwork – SKILLS	Fieldwork – Werneth low – altitude comparison to city of Manchester, field sketch of the view of Manchester to show scale and height.		Fieldwork – investigate the temperature of the earth at different levels		Fieldwork – investigate products and home, in school and in the shops that contain palm oil.	
Mapping	Globe, World map, Imaginary lines, historical, Topographic, relief, spot height, contour lines. Layer shading, 8 points of compass 6 figure grid reference		World/ Europe with imaginary lines Europe, relief, temperature 8 points of compass Grid references - 6 figure		World/ Europe with imaginary lines Map of Asia, Global trade maps, resource maps, 8 points of compass Grid references - 6 figure	
Environmental impact			Volcanoes - Impact on settlements https://www.bbc.co.uk/bitesize/guides/zgh79qt/revision/5#:~:text=The%20high%20level%20of%20heat,be%20destroyed%20and%20changed%20forever		Palm oil Indonesia - deforestation that is necessary to expanding palm oil plantations is devastating to forest areas and wildlife	
Sustainable Development					**How can we lessen the impact of palm oil production?** Specific policies that would lessen palm oil's environmental impact include: Bans on deforestation. Creating national parks, limiting clearcutting practices, and banning deforestation in fragile areas would protect rainforests and critical ecosystems. Stricter trade criteria.	

Disciplinary Knowledge – Year 6

Key Concept	History	
Investigating places	Year 6 Expectation	Year 7 Expectation
	A growing range of statistical and other information is selected and used to draw some conclusions about locations. There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given. Detailed descriptions and opinions of places justified by using a growing range of geographical resources. Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places. A number of interesting and pertinent observations about various representations of locations are developed and explored. There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.	A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location. A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity. Highly detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources. Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways. Some very insightful and well thought out opinions of different representations of a place are presented and explored. There is an extensive and well developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time.
Investigating patterns	There is a good awareness of a wide variety of places and features of the world and how some features have changed over time. There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location. There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones. There is a growing understanding of some of the similarities and differences with some good examples provided. There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes. There is a growing understanding of the range of geographical diversities that exist and some good examples	There is an extensive and well developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time. There is a good awareness of the countries of North and South America and a deep understanding of a particular location. There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones. There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well. There is a broad understanding of many changes in locations around the word with an in-depth understanding of some of the changes, which are clearly explained. Many types of diversity are understood and some are explained with a high degree of pertinent geographical description.
Communicate geographically	There is a growing understanding of some of the key physical and human geographical zones with some good examples given. With increasing independence and application of terminology, knowledge of the world is described well. Through investigation, patterns are identified and depicted on maps.	There is a broad understanding of the key physical and geographical zones with an in-depth understanding of some. Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns. Through thorough investigation, a wide variety of patterns are investigated and depicted on maps.

Subject Vocabulary

	Autumn Term	Spring Term	Summer Term
Year N	Same Different Environment Street Road Area Garden Buildings Green spaces Inside outside	People Jobs: police officer, fire fighter, doctor, dentist, nurse, paramedic, teacher, caretaker, Community	Holidays England Weather Seaside Sea beach Transport World map The world
Year R	Same different Likes Dislikes woodland Local environment Maps Symbols Field sketch Places Purpose Transport traffic	World map Compare Similarities differences Natural world woodland Habitats Rainforest Canopy Forest floor Species Rainfall Amazon	Globe planet Land Sea Air Temperature Climate Antarctic continent North Pole South Pole Ice Blizzard

Subject Vocabulary

	Autumn	Spring	Summer
Year 1	Local environment Terraced Semi detached Detached Bungalow Flat Land use Human/physical features Aerial photograph Map Symbols Field sketch Compass North, South East West Ordance survey	United Kingdom of Great Britain Globe Atlas Europe Island Countries – England, Ireland, Scotland, Wales. Cities Capital City Landmarks Compass points NESW Physical/human	Globe Continents Europe Asia Africa North America South America Antarctica Australia Oceans Antarctic Pacific Indian Sothern Atlantic Landmarks Compare and contrast Climate
Year 2	Manchester Greater Manchester City Centre Borough River Irwel Quayside Physical Human River Canal Reservoir lake Landmarks Rural Urban Suburban Ordance survey	Kathmandu, Nepal, Asia Climate Physical human Mountain ranges Peak Elevation topography Compass points – NESW Monsoon Climate change	Weather Climate Temperate Tropical Sub tropical Dry Polar Extreme weather Hurricane Tornado Blizzard Flood Storm Drought Heatwave Climate change

Subject Vocabulary

	Autumn	Spring	Summer
Year 3	Region county River Mountain Coast Urban Rural suburban Connections Transport Interdependence Global warming	symbols Ordnance Survey population Physical map Relief map grid reference Transport Global warming NE, SE,NW,SW	Settlements Land use Settlers Trade links Natural resources Economic activity Invader Agriculture Demographic Characteristics Dwelling Village Town City interconnections
Year 4	Castleton Peak district Valley Village White peak Dark peak Winnats Pass Landscape Trig point Mountain Topography Peveril Castle Lead mining (Romans) Settlement Peak Cavern	Water cycle – Precipitation Evaporation Condensation Transpiration source Upper, middle and lower course Mouth Tributary Bank Floodplain Current Estuary Erosion	Volcano Earthquake Tremor Tectonic plates active dormant Extinct Lava Magma Core Crater Crust

Subject Vocabulary

	Autumn	Spring	Summer
Year 5	climate zones: temperate, tropical, sub-tropical, polar, sub-continent Landscape sea level Equator Hemisphere Longitude Latitude Time zones	Canopy layer Climate Cloud Forest Conservation Deforestation Ecosystem Emergent layer Environment Forest floor Habitat Oxygen Carbon dioxide Predator Prey	Sustainability Climate change Pollution Global warming Carbon footprint Ecosystem Greenhouse effect Emissions Food waste Landfill
Year 6	Urbanisation Longitude Latitude Climate zones Altitude Migration Communities Economy Population Industry Business Architecture Tourism Topographical Relief Interdependance	Boarders Longitude Latitude Relief map Topography Volcano Active Dormant Extinct Lava Magma Core Crater Crust Settlements	Global trade Palm oil Natural resources Global consumption Network Deforestation Endangered species Plantations Climate change Greenhouse gas Atmosphere