SS Peter & Paul Catholic Primary School - **Long Term Subject Planning**

Subject: **Geography**

SS Peter & Paul Curriculum Drivers

Cultural Heritage

The topics and content selected in line with the National Curriculum, have been selected to reflect the multi-cultural community of SS Peter & Paul. From its early inception as a market town to the modern-day sprawling metropolitan that it has become, migration has played a significant role in shaping the city we affectionately call Brum, as well as Britain as a whole.

The SS Peter & Paul community reflects the diverse multi-cultural make-up of Birmingham, with many families tracing their cultural heritage to Ireland, the Caribbean, Poland and Eastern Europe and parts of Africa, amongst other places. These underpin our geography curriculum.

Aspirations

All geography content and topics are planned around the assumption that our pupils hold the ambition to study geography at secondary school and into further and higher education.

Our geography curriculum is underpinned by knowledge that is pitched high, sequenced and taught in-depth. Our aim is to deepen pupil understanding and avoid simply teaching knowledge on a surface-level.

Faith

As a Catholic school which is unashamedly proud of its Christian faith, our curriculum goes over and above the individual subjects and topics that we study. All work, every action, is placed in the context of growing in friendship with God, and all that we gain from this relationship.

More specific to geography, wherever possible, we have integrated our faith into the curriculum content. For example, Year 3 study human and physical geography through the Bible. The scripture is used as a starting point for a more in-depth study of topics covered. For example, they learn about natural disasters through the starting point of Jonah.

Intent Statement

A curriculum underpinned by rich vocabulary

Early speech, language and communication deficits are powerful forces in holding children back, affecting their achievement and wellbeing into adulthood. This is why we place a high emphasis on the discrete teaching of subject-specific vocabulary, with language mapped out and planned across the course of each geography unit. Teachers know in advance of each lesson which words they must teach and define.

High Quality Texts

We know from research that the size of a child's vocabulary is the best predictor of success on future tests. As well as explicitly teaching contextual vocabulary, as detailed above, we also expand our pupils' vocabulary range by reading a whole-class text (reading for pleasure) linked to their current geography topic. This ensures, where possible, that geography topics are given a context as well as providing pupils with examples of key vocabulary being used in practice.

Additionally, we read texts linked to geography topics across the curriculum. During reading lessons, opportunities to reinforce geographical knowledge are planned for. Pupils are exposed to topical non-fiction texts, that once again reinforces key vocabulary and aids long term retention of knowledge and understanding of topical language.

Assessment

Key assessment points are planned for during the course of each geography unit in order to track progress and encourage retention of learning. These include:

1. **Pre-assessment** - this enables teachers to identify prior knowledge and significant gaps in understanding, as well as using the outcome to plan future lessons.
2. **Post-assessment** - at the end of each unit, pupils will repeat the assessment they did at the outset of the unit. This will provide teachers and pupils with a measure of progress.
3. **Revision lesson starter** - each history lesson starts with a short, low-stakes revision activity (e.g. multiple choice quiz, topical bingo, etc…) that aims to increase the amount of knowledge retained. This also provides teachers with important AFL information, identifies gaps in learning and informs teacher practice.

Geography Curriculum Implementation

To ensure high standards of teaching and learning we implement a curriculum that is progressive throughout the whole school. Our curriculum is in line with the 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England and personalised by our drivers of Faith, Cultural Heritage and Aspirations.

Each subject is taught explicitly and is broken down into distinct units of study. We made the decision to move away from 'themes' (integrated curriculum) and instead teach foundation subjects such as Geography, History and Art as separate entities. By doing so, we can teach knowledge and skills at a greater depth rather than making spurious links between subjects and content not relevant for children. When we teach Geography, we teach skills and knowledge at a great depth, rather than making tedious links to a theme for the sake of it.

Key Concepts and Themes taught in Geography

Our geography curriculum is driven by our three curriculum drivers - Faith, Multiculturalism and Aspirations that underpin the subject. With many families tracing their cultural heritage to Ireland, the Caribbean, Poland and Eastern Europe and parts of Africa, amongst other places, we aim to cover these areas in our geography curriculum. Our geography curriculum is underpinned by five key skills that repeat a number of times and in different year groups:

1. Locating places using maps and atlases.
2. Using a compass to identify direction,
3. The design and use of maps. Incorporating grid-references, keys and symbols.
4. Fieldwork, observational work and local studies.
5. Understanding of human and physical geography.

We teach a range of continents, countries and cities across each key stage, providing pupils with the opportunity to refine understanding of key skills and knowledge. Our geography curriculum ensures that prerequisite knowledge is considered and linked to new learning through the above skills, cross-curricular learning and pupils' home experiences. Topics are revisited to consolidate and deepen their knowledge with more difficult concepts taught as they move further up the school.

Our curriculum is implemented to inspire a curiosity and fascination of the world around us by personalizing it to our drivers and providing exciting learning opportunities both inside and outside the classroom.

Early Years Foundation Stage

Children learn about their immediate environment, their school and their local area. They learn about their country and how they similar or different to other countries. They draw on their own experiences and from what has been read in class, utilizing non-fiction texts and Google Maps. They learn about animals in different regions including the Antarctic providing grounding for further learning of Hot and Cold Countries in Year 1.

By the end of Key Stage 1, children will have had the opportunity to develop:

- **Locational knowledge:** To name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They also locate Ireland and its capital city.
- **Place knowledge:** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. They compare Sutton Park with National Parks in Alaska and Kenya. They also compare Birmingham with Warsaw and Serrekunda when learning about Poland.
- **Human and physical geography:** 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. They use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- **Geographical skills and fieldwork:** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. The children develop their fieldwork and map skills when studying the school and its grounds, collecting, analyse and communicating with a range of data gathered though experiences of fieldwork in Years 1 and 2.

By the end of Key Stage 2, the children will have had the opportunity to develop:

Locational knowledge:

- To locate the world's countries, using maps to focus on Europe (including the location of Russia, Poland, Italy, Ukraine) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom and Ireland, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Birmingham), a region in a European country (Campagnia, Athens), and a region within North or South America (Caribbean, Amazon Basin).

Human and physical geography:

- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Subject	Autumn Term	Spring Term	Summer Term
Reception	**Understanding the World** Continuous provision is at the heart of our learning in Reception. We make good use out of our Outdoor Learning space, school grounds and local field to support our learning. We use our Tapestry App to find out and explore where we live and look closely at similarities and differences. We have use of class iPads to use Google Earth to explore more. Here are some planned activities we will look at this year: • 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 to the one in which they live. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what is read in class. • Understand some important processes and changes in the natural world around them, including the seasons.		

Year 1	**The Geography of the school and its grounds.** EQ: Do we need more racks for bikes and scooters? • LO: To understand where I live in the local area. (Address, recognize 3 things in local area, Google maps/digimaps recognize addresses/roads how far they are from school) Aerial map/aerial view recognize physical and human features. • LO: To begin to understand the Geography of my classroom using locational and directional language. • Locational/directional language compass directions. • Create a simple map of the classroom. • LO: To locate our school in the local area. Twinkl Google Maps sheet – Where is our school activity sheet? • LO: To understand the geography of our school grounds and use symbols in a key. Follow the trail, make a map, use symbols in a key. • LO: To measure distances (use simple fieldwork skills) • LO: Enquiry question: Do we have enough bike racks? To collect, analyse and communicate with a range of data gathered though experiences of fieldwork.	**Seasons (Wonderful Weather)** EQ: Do all countries have 4 seasons like we do in the UK? • LO: To be able to explain the seasonal weather patterns of the UK (4 seasons). • LO: To understand a weather forecast and its symbols. • LO: To record the weather (daily – weather, temperature, rainfall, create a diary) • LO: To be able to explain how the weather can affect us (clothes, travel, what we do when) • LO: To understand the impact of weather on animals and farmers. • LO: To understand extreme weather and dangers. Floods, hurricanes, droughts, etc...	**Hot and Cold countries (Non-European)** EQ: How is life in a hot country different to a cold country? (We are located in the Northern Hemisphere – colder weather. RECAP Southern Hemisphere, North Pole, South Pole, Equator in more detail on a map. Lesson 5/6 Wonderful weather. • LO: To know hot and cold places and understand the hot and cold weather (climate) – plot HS, NS, NP, SP and Equator. Jamaica. What would it be like to live here? • LO: To understand what a cold area is like including the Arctic and Antarctic. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • For small area comparison, compare Sutton Park with a national park in Kenya and Alaska. • LO: To study the human and physical geography of a hot area (Kenya). • LO: To study the human and physical geography of a cold area (Alaska). • LO: To compare each (Kenya and Alaska National parks) to a small area of the UK (Sutton Park)
Year 2	**UK and Ireland (Countries, Capital cities) and the World's continents and oceans.** EQ: Is the geography and culture of all the countries of the UK the same? • Where do I live? PlanBee (Our Country) • LO: To understand the difference between village, town and city to describe where I live. • LO: To locate UK and its countries, capital cities and surrounding seas on a world map. • LO: To research and find out some key physical and human features of each country of the UK and Ireland; and understand the culture. Use aerial views, maps, bird's eye view.	**Poland** EQ: There is little difference between the UK and Poland. Do you agree? • LO: To be able to locate Poland and its major cities on a map. • LO: To be able to explain the key physical features of Poland. • LO: To analyse the key human features and culture of Poland. • LO: To identify the physical and human characteristics of a small area of Poland. • LO: To compare and contrast a small area of Poland to a small area of the UK.	**Fieldwork Skills in Practice** EQ: Do we need more food shops? • LO: To investigate what our local area is like using maps. Are there main roads?? Where is the roundabout? Is there a park? Where are the shops? • LO: To use compass directions in the school playground. • LO: To use simple fieldwork & observational skills to find out what my local area is like. Follow the map. What did you see hear? What did you like/dislike? What types of houses did you see? What shops? How can we improve the area?

	○ **Cliff** - a high area of rocky land with a very steep side. ○ **House** - a building where people live. ○ **Lake** or **Loch** - an area of water surrounded by land. ○ **Village** - a small group of houses usually found in or near the countryside. ○ **Weather** - how wet, windy, hot, cloudy or sunny it is. • LO: To name and locate the world's seven continents and five oceans on a world map.	• LO: To compare and contrast these small areas (UK and Poland) with a small area of a Non-European country.	• LO: To create a map of our route walk with symbols. • LO: To go to a supermarket (COVID restrictions just get food) and find out where food comes from. Plot on map (to collect and record information). Jobs in the area? How can we improve the area? • LO: To make observations about the weather, record findings and draw conclusions. • Use fieldwork to record the weather (Create Wind vane, rain gauge and use thermometer to record temperature).
Year 3	**UK and Ireland** EQ: Is it good to have beavers back to manage flood defences? Discuss the impact of flooding and flood management. • LO: To locate the main counties and cities of the UK and Ireland. • LO: To identify and locate some main hills and mountains of the UK and Ireland (create own Map). • LO: To study the seas, coasts and rivers of the UK and Ireland. • LO: To examine flooding and flood management. • LO: Investigate the physical features of coasts and evaluate the processes of erosion that affect them. • LO: To evaluate how changes in land use will affect people and the environment in different ways.	**Naples and Campania** EQ: Is it safe to visit Mount Vesuvius? • LO: To locate Naples, Pompeii, the region Campania of Italy, its physical features and main settlements by using maps and atlases. • LO: To analyse the structure of volcanoes and the importance of Mt Vesuvius in this region. • LO: to be able to explain why earthquakes occur and to examine ways of mitigating the effects of earthquakes. • LO: To identify earthquake zones and volcanoes on a map. • LO: To understand and evaluate the eruption in Vesuvius in AD79. • LO: To investigate the jobs in Campania and the significance of tourism.	**The Bible Atlas** EQ: "The bible contains very little geography." Do you agree? Why? Some ideas to research: • Acts 13-28 **Paul's Missionary Adventures.** To be able to use and read simple grid references. • Genesis 5:32-10:1 **Noah's Ark** To be able to describe the physical geographical features of Turkey ○ Mountain formation ○ Mount Ararat where the Ark is said to have landed • Jonah 1-4 **Jonah, the reluctant prophet** To be able to explain the formation of natural disasters ○ Acts of God - the legality in the eyes of insurers ○ Tsunamis ○ Impact on human geography • Genesis 1-11 **Long ago when the world began** To explain how water can become the cause of conflict ○ Garden of Eden - Mesopotamia: The meeting of two rives ○ River formation ○ International water conflict - Southeastern Anatolia Project (Güneydoğu Anadolu Projesi (GAP)) • Exodus 1-12 **Moses: The slave who became prince** To explore the physical and human geography of the Nile Delta.

			○ Nile Delta ○ Formation of civilisations; human geography; importance of water sources • 1 Kings 10-11 **Cargoes of ivory, gold and monkeys** To be able to explain the challenges and complexities of international trade ○ King Solomon ○ International trade; GDP; import vs export
Year 4	**Eastern Europe (including Poland)** EQ: Chernobyl is safe, Discuss. • LO: To be able to identify continents, European countries and their capital cities. • LO: To compare and contrast the physical geography of East European countries with my area. • LO: To compare and contrast the climate of Eastern European countries with my area. • LO: To compare and contrast the human geography and land use of these places with my area. • LO: To locate Chernobyl and identify what happened. • LO: To analyse the impact of Chernobyl.	**Athens and Central Greece** EQ: Athens is an all year round destination for British Tourists. Discuss. • LO: To identify and locate Athens and central Greece (locate Tropic of Cancer/Capricorn). • LO: To identify the physical features including seas. • LO: To examine the geography of Athens (understand contours) and identify its mountains. • LO: To investigate the structure of the rocks of Acropolis. • LO: To examine the climate of Athens. • LO: To analyse the impact of jobs, tourism and settlements.	**Birmingham** EQ: "Birmingham has always been a huge city." Do you agree? Why? • LO: To examine the physical features of Birmingham, Erdington and our local area. Sutton Park, Plateau – on a hill, small rivers (eg sheet 8 & 9) • LO: To investigate the human features of Birmingham and Erdington. Migration, Industrial Revolution and job opportunities, education, services hospitals, restaurants, etc. ○ Irish – East European (Erdington). ○ Spaghetti Junction – Birmingham is in the centre of England so a lot of transport links pass through it here. ○ Canals. • LO: To investigate the climate of Birmingham. ○ Tornadoes ○ Mild climate • LO: To go on a local walk around Erdington using an OS map, collecting data and presenting results. E.g. types of houses/jobs people do. • LO: To understand and describe the local geography of our area using OS maps. Use grid references to answer questions on our local area (sheet 12 & 13), follow an OS map and understand the use of OS symbols, contour maps.

Year 5	**The Global Citizen** EQ: Is it acceptable to use single use plastic? Discuss. • LO: To understand the Global Goals and why they are important for everyone. • LO: To understand what is meant by global activity, trade and fair trade. • LO: To understand how global trade has changed and why trade may be better than aid • LO: To understand the difference between migration and a refugee. • LO: To understand what is happening to our oceans and the impact of plastic on the environment. • LO: To understand how we can be a global citizen and protect our planet. (Climate Change, resources – food, water, energy)	**Caribbean** EQ: Should we pay more for our food because of Fair Trade? • LO: To identify major countries and cities in North and South America. • LO: To identify key physical and human characteristics of North and South America. • LO: To understand the climate of the Caribbean (zones) • LO: To compare and contrast the human and physical characteristics of the Caribbean with an area of the UK. • LO: To examine land use (food produce) grown. • LO: To examine imports and exports, economic activity and trade links.	**Nile Basin** EQ: Is the Nile as important today as it was in the past? • LO: To be able to describe the location and features of the River Nile. • LO: To examine the positive and negative effects of the Aswan High Dam on the River Nile (flooding) • LO: To examine the physical and human geography of the Nile Delta. • LO: To analyse the uses for the River Nile and evaluate how these have changed over time. • LO: To evaluate a journey up the River Nile in Egypt.
Year 6	**The Amazon Basin** EQ: Can we justify destruction of the rainforest for palm oil? • LO: To locate North and South America and understand that many environmental regions are found on the South American continent and identify The Amazon Basin in Brazil by using maps and atlases. • LO: To understand climate zones, biomes and vegetation belts. To understand the weather and climate in the Amazon Rainforest region. • LO: To begin to understand the layers and structure of the equatorial Rainforest and understand how animals interact with the plants to help sustain the rainforest. • LO: to investigate the indigenous people of the Amazon Basin. • LO: To compare the Amazon Basin to our area. • LO: To understand that the Amazonian rainforest is a fragile and threatened ecosystem and understand how individuals can help preserve the rainforest.	**Geographical Information Systems & Fieldwork Skills** EQ: Is it acceptable to use GIS in monitoring our lives? • LO: To understand the position and significance of time zones. • LO: To understand what Geographical Information Systems are and why they are used. • LO: To follow a line of enquiry - Plan, collect, present data, analyse data, communicate and evaluate results. • LO: To carry out fieldwork on the local area compared to another area studied. E.g. deforestation Rainforest (Amazon) and building of new houses on greenbelts (by Minworth) or removing green spaces for housing developments. Is our environment well looked after? How do people feel about housing developments/new supermarkets? What impact is removing green spaces/deforestation having on our climate?	**London** EQ: London is a great place to live. Discuss. • LO: To examine the location of London, its regions and use compass directions. • LO: To investigate the history and rebuild of London post great Fire of London and post-World Wars 1 and 2. • LO: To examine the physical geography of London by using a range of maps. OS Map Contour Map. • LO: To use geographical vocabulary to describe the physical features of London. (London Basin) (Parks) • LO: To investigate the human features of London, including living and working in London. • LO: To design a map of a journey for a tourist around London using symbols and a key.

Progression of Content

	Key Stage 1		Key Stage 2			
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geography Skills	Use simple compass directions and locational and directional language to describe the location of objects and features.	Use simple compass directions and locational and directional language to describe routes on a map.	Use maps and atlases to locate, describe and compare places. Use grid reference to locate a place on the map.	Use maps and atlases to locate, describe and compare places. Use grid reference to locate a place on the map.	Use four figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world.	Use six figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world.
Fieldwork	Use simple fieldwork and observation to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use simple fieldwork and observation to study the geography of their school grounds and the key human and physical features of its surrounding environment.	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
Locational Knowledge	Name and locate North Pole, South Pole, Equator, Arctic and Antarctic.	Name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas. Name and locate the world's seven continents and five oceans.	Use maps and geographical language to locate African, European and Asian countries and cities and describe their key physical and human characteristics. Link to History topic of Roman Empire.	Use maps and geographical language to locate European countries (including Russia) and cities and describe their key physical and human characteristics. Link to History topic of the Vikings.	Name and locate main countries and cities of North and South America and their islands, the geographical regions and their identifying human and physical characteristics, key topological features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Map work	Devise a simple map.	Devise a simple map, use and construct basic symbols in a key.	Use maps, atlases and globes to locate countries and describe features studied, use simple grid references to identify locations on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Use maps, atlases and globes to locate countries and describe features studied, use simple grid references to identify locations on a map. Draw maps of increasing complexity, using aerial view and a key.	Use maps, atlases , globes and digital/ computer mapping to locate countries and describe features studied.	Use maps, atlases and globes to locate countries and describe features studied, use simple grid references to identify locations on a map. Draw maps of increasing complexity, using aerial view and a key. Understanding of Prime/Greenwich Meridian and time zones (including day and night).

Physical Geography	Identify seasonal and daily weather patterns in the UK; compare UK weather to that of a contrasting country. Identify hot and cold areas of the world in relation to the Equator and North and South Poles.	Describe key physical features including beach, cliff, coast, forest, loch, mountain, hill, sea, ocean, river, sea, valley, soil, vegetation, season and weather.	Describe key physical features , including rivers, oceans, hills, mountains, earthquakes, volcanoes including Mt Vesuvius and other natural disasters.	Describe key physical features , including rivers, oceans, hills, seas mountains, the rocks of Acropolis, earthquakes and volcanoes .	Nile Delta study. Describe key physical features including climate zones, rivers, mountains, earthquakes, volcanoes.	Describe key physical features including biomes, vegetation zones, climate zones, rivers, mountains, the water cycle, natural disasters including tsunamis.
Human Geography	Describe key human features including city, town, school, house, shop.	Describe key human features including city, town, village, factory, farm, house, office, port, harbour and shop,	Describe key human features , including city, town, village how cities change and grow over time, migration and land use, imperialism, the impact of the volcanic eruption in AD79.	Describe key human features including city, town, village , migration, transport, settlements, land use, urbanisation, the impact of Chernobyl.	Describe key human features, including populations, migration, settlements, land use, impact of international conflicts. International trade, aid, impact of war and natural disasters, fair trade, distribution of natural resources, sustainability and protection of our resources.	Describe key human features , including populations, migration, international trade, impact of war, sustainability and protection of natural resources including the rainforest.
Place Knowledge	Understand geographical similarities and differences through studying hot and cold countries.	Understand geographical similarities and differences through studying the human and physical geography of a small are of the UK and of a small area in a contrasting non-European country.	Name and identify key British mountains, rivers, counties, cities. Identify Naples and the regions of Italy.	Name and identify major cities in the UK and towns of Birmingham. Identify main countries and cities of Eastern Europe. Identify Athens and the regions of Greece.	Understand geographical similarities and differences through the study of human and physical geography of different regions and countries of North America, South America and Africa.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America.

Geography Curriculum Impact

The impact of Geography teaching is assessed in a variety of ways. Book trawls, lesson observations, learning walks, pupil voice, conversations with teachers. These are all used to gain an insight of Geography teaching in practise. The class teacher will monitor the progression of each individual child in their class through the use of revision game starters, formative assessment, start and end unit assessments and will track each child's progress using an assessment grid.
By the time the children leave our school we would like them to have developed:

- A knowledge of a diverse range of geographical regions both in the United Kingdom, Europe and the wider world enabling pupils to develop knowledge and understanding of the Earth's physical and human processes.
- A deeper understanding of the interaction between physical and human processes.
- Being investigative and enquiring about our local area and develop an understanding of who they are, their heritage and what makes our local area unique.
- Knowledge and skills that they are able to transfer to other curriculum areas.
- Curiosity, building on their enquiry skills and in turn providing answers to these questions. Investigative and communication skills, presenting information through a variety of ways with clear conclusions and reasoned arguments to explain findings.
- An ability to read a wide range of maps and use all of these skills to collect and analyse data through a range of ways including fieldwork.
- A good understanding of the current issues in our environment and society and a respect and responsibility to make our world a better place.