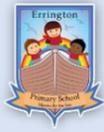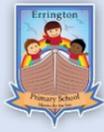Rationale: The geography curriculum aims to develop contextual understanding of local and global locations that inspire curiosity about the wider world, whilst gaining knowledge of cultural differences. To ensure the children develop a curiosity and fascination about the world around them; developing deep understanding of the interaction of physical and human processes, and for the children to have a clear understanding of place – how does their locality fit into the wider world.

Intent:	Implementation:	Impact:
To broaden children's knowledge of the world in which they live. To give pupils an interest in the world and the people living in it, through a gained understanding of processes that shape the land and society. For children to name and locate continents and countries within the UK and beyond.	The children will use first-hand practical resources. They will be taught to use aerial photographs, maps, globes and atlases confidently. They will use digital mapping. Expert knowledge will be imparted from experienced visitors. The children will be provided with fieldwork opportunities. Through fieldwork, pupils will be given the knowledge and understanding of geographical processes.	Pupils' knowledge and confidence of physical and human geography both locally and globally with improve. Pupils will question ethically how we use the world we live in and how we can preserve it for future generations.

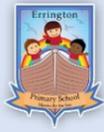|	EYFS Checkpoints	Y1		Y2		Y3	
Key concepts							
		Knowledge	skills	knowledge	skills	knowledge	skills
Locality knowledge	PCC2, PCC3 I can talk about where I live, animals from hot and cold countries. I can talk about cultures from around the world such as: Chinese New Year, Diwali. I can talk about my local community and show interest in my immediate community.	I know and can locate the seven continents on a map.	I can use a map to locate the 7 continents. I can identify the seas around the UK.	I know the names and locations of the world's 7 continents and 5 oceans.	I can locate the world continents and oceans on a world map.	I know the countries that make up the United Kingdom and the capital of each country.	I can use the atlas to find Greece. I can locate the capital cities of the countries that make up the United Kingdom.
Place knowledge	PCC1 PCC2, PCC3, NW2 I can talk about where I live, animals from hot and cold countries. I can talk about cultures from around the world such as: Chinese New Year, Diwali.	I know the four countries in the UK.	I can name the five oceans. I can locate the four UK nations on a map.	I know the names and locations of the 4 countries within the UK.	I can interpret aerial photographs.	I know the countries with the largest populations in Europe (Germany, France, UK, Italy and Spain).	I can identify geographical similarities and differences between the North-East and Crete.

	I can begin to recognise simple features on a map.						
Human and physical geography	NW1. NW2, NW3

I can discuss the changes in the environment drawing on autumn and winter changes. I can use my senses to explore the environment. | I know that the weather changes with each season.

I know that countries closer to the equator are hotter. | I can identify human and physical features of our village and the Tees Valley. | I know where my locality is in relation to the UK. | I can use google earth to investigate Marske in relation to county, region, country and continent. (altering scale).

I can use satellite images (NASA etc) to locate the UK and Europe. | I know differences between coast and country.

I know the key landforms including hills, mountains, coast and rivers of the UK. | I can describe the human impact of farming on the land and fishing in the sea.

I can explain how human and physical features within the UK have changed over time.

I can investigate, record results and review the impact of people using coastal footpaths. |
| Skills and fieldwork

Using the process:
- Investigate
- Results
- Diagram
- End review / evaluation) | N/A | I know the terms coast, cliff, sea and ocean.

I know the differences between towns and countryside. | I can describe the key features of an area.

I can identify geographical features on a photograph. | I know the human and physical features of my locality. | I can use maps, aerial photographs and plans to locate areas on the school site.

I can use simple compass directions. | I understand primary sources of information. | I can use and follow positional language. |
| Linear themes | | | | | | | |
| Data collection | N/A | I know how to record data using a simple diagram. | With support, I can complete a traffic survey. | I know how to use simple IT tools to present my data. | I can complete a traffic survey. | I know how data can be collected. | I can use random sampling to collect vegetation data. |
| Map reading | I can begin to recognise simple features on a map. | I know how to make a simple map of the classroom. | | I know the 4 main points of the compass and use these in games and activities.

I know that the earth has changed over time (comparison between now and when the dinosaurs walked the earth). | I can identify locations using letter-number coordinates. | I know the 8 points of the compass. | I can give 4 figure grid references |
| Knowledge of the world | I can talk about where I live.

I can talk about animals from hot and cold countries.

I can talk about cultures from around the world such as: Chinese New Year, Diwali. | I know the similarities and differences between Marske and a town in Kenya. | I can locate Kenya using a map. | I know the continents and oceans of the world.

I know what Pangea was and can identify the changes on a map. | I can use world maps, globes and simple atlases. | I know the continents and largest countries in Europe in terms of population and area. | I can name the continents and recognise them on maps, satellite images and globes. |
| Environmental impact | I can talk about how things change over time. | I know how humans can impact the land. e.g., road networks, cultivation of fields. | I can explain how humans have changed the land. | I know that human activity can affect the habitats of different animals. | I can explain the impact and interaction between humans and the flora and fauna of a locality. | I know that population migration and increased tourism can impact on the topography of the coast. | I can investigate, record results and review the impact of people using coastal footpaths. |

						I know that Europe and the UK were once joined (Doggerland) and can explain how this has changed.	
Global Learning

(making link to the global Goals) | N/A | GG – Zero hunger | GG – Quality Education | GG 15 – Life on Land (wildfires) | GG 7 – Affordable and clean energy | GG 16 – Peace, justice and strong institutions. | GG – Good Health and Wellbeing (tourism) |
| Experiences | Cultural days, Beach visit, visits to local community. Visitors into school. | Beach day – Immersion and vocabulary acquisition | | Margrove park visit – Focus on habitats. | | Earth Education Day (possible overnight) – woodland / nature connectedness | |

		Y4		Y5		Y6	
Key concepts							
Locality knowledge		I know specific countries and regions in Europe.	I can locate and name countries using maps or atlases.	I know some of the countries that make up South America.	I can use maps and atlases to locate the countries that make up South America.	I know the location of the main mountain ranges of the world.

I know how mountains are formed. | I can locate and label continents, oceans and mountain ranges on a map. |
| Place knowledge | | I know the location and flow of rivers in various regions (UK and the Middle East). | I can locate Bagdad in an atlas.

I know the similarities and differences between Ancient and Modern Bagdad and can explain how these changes have occurred. | I know about a region of South America (Amazon, Brazil).

I can identify the horizontal and vertical structure of the rainforest. | I can use atlases, maps, globes and digital mapping to locate and describe the features of the rainforest. | I know about land use, biomes and the physical geography of the Himalayas. | I can locate main mountains on each continent.
I can identify climatic zones on a world map. |
| Human and physical geography | | I know and understand geographical similarities and differences of physical and human geography.

I understand the processes involved in the water cycle.

I know how volcanoes are formed and the locations of Mount St Helens, Mount Etna, Krakatoa and Mauna Loa.

I know about major tectonic plates around the world. | I can explain tectonic processes, in convergent, divergent and transform boundaries.

I can explain the formation of rivers and explain the terms meander, river beach, oxbow lake, mouth, floodplain, estuary, erosion and deposition. | I know about the physical and human geography of Brazil and the Amazon rainforest.

I understand the key aspects of biomes and vegetation belts. | I can describe and understand the key aspects of types of settlement and land use and the distribution of natural resources including energy and food.

I can identify types of settlement and land use in the locality of Errington Woods.

I know about Anglo Saxon land use (subsistence farming). | I know that different areas have different types of economy and land use, and this is often linked to the physical geography of the environment.

I understand the key aspects of climate zones. | I can compare the human geography – economic activity and resources of the Himalayas to an area of the UK- Lake District.

I can describe and understand the key aspects of types of settlement and land use and the distribution of natural resources including minerals and water. |

Skills and fieldwork **Using the process:** - Investigate - Results - Diagram - End review / evaluation)		I know how to use a key on a map.	I can use an 8-point compass and 4 figure reference grids accurately and confidently.	I know how the colours on OS and orienteering maps are used to give the topography and land use of an area. I know how to interpret a map, hypothesise and then investigate before reviewing the land use of an area in the North Yorks Moors.	I can use keys to help me interpret the symbols on an OS map. I can investigate, record results and review data in order to draw a conclusion against a hypothesis.	I know the importance of accurate recording of information.	I can take part in fieldwork (Roseberry Topping Visit) to observe, measure, record and plan routes – NY moors. I can use the 8 points of a compass and 6 figure grid references accurately and confidently. I can plan routes and identify possible landmarks from a map and key.
Linear themes							
Data collection		I know that food comes from various locations from around the world.	I can measure and record the distance in which food travels from source to plate.	I know how to systematically collect data so that it can be used to evaluate a hypothesis.	I can collect numerical data around the use of land and represent this cartographically.		I can collect data from field work and use it appropriately to prove a hypothesis.
Map reading		I know how to use 4 figure grid references and 8 points of compass. I know the 8 points of a compass relate to angles (magnetic bearings).	I can use 4 figure grid references to make a map of the school. I can use a navigational compass.	I know that the earth is divided with longitudinal and latitudinal lines.	I can begin to use longitude and latitude to specify location.	I know how to use contours and discuss the topography of the North York Moors.	I can use 4 and 6 figure grid references to plan routes from OS maps.
Knowledge of the world		I know that the countries that are within the tropics of Cancer and Capricorn have the warmest climates in the world.	I can identify the tropics of Capricorn and Cancer and the equator on a world map or atlas and name some countries that are within the tropics.	I can identify food that is produced and traded from South America. I understand the importance of the rainforest for the future of the planet.	I can produce a map that shows the movement of consumables around the world. I can explain food miles and discuss the impact of Carbon Footprints.	I know about how mountains are formed, through micro-climates, weather patterns and erosion.	I can contrast mountain environments in the Himalayas to mountainous areas of the UK.
Environmental impact		I know that non-compostable materials such as plastic can impact life on land and in the sea.	I can identify ways to reduce plastic waste in the oceans and protect sea-life.	I understand the impact of cutting down the rainforest and how this impact the whole world.	I can discuss the impact locally on wildlife, people and beyond, due to human activity.	I know about possible environmental issues caused by industry and tourism.	I can explain how mining and the steel industry impacted on the landscape and population of Teesside.
Global Learning (Making link to the Global Goals)		GG – Life below water	GG1 – Sustainable cities communities	GG 13 – Climate Change Deforestation and Biomes in South America. GG – Life below water	GG 12 – responsible production and consumption	GG 9 – Industry, innovation and infrastructure	GG 5 – Gender inequality Use of wind turbines and the climate effects of using the minerals from the ground to make the turbines and chips in phones.
Experiences		Link with another school – pen pals in another country		Online lessons – World Ocean day 8th June		Virtual field trip to Everest RESIDENTIAL – Adventurous and skills acquisition	