



Howden C of E Infant and Junior School

Sequence of Learning: Geography



A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography: Age Related Statutory Coverage

Development Matters Children age 3 and 4	Early Learning Goal	Key Stage One	Key Stage Two
<u>Understanding the World</u> Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes	<u>Understanding the World: The Natural World</u> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.	Pupils should be taught to: <u>Locational Knowledge</u> 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. <u>Place Knowledge</u> Understand geographical similarities and differences through	Pupils should be taught to: <u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) 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, geographical regions and their identifying human and physical characteristics, key topographical features

about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	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, including the seasons. <u>People, Culture and Communities</u> 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.	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. <u>Human and Physical Geography</u> 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. Use basic geographical vocabulary to refer to key physical and human features. <u>Geographical Skills and Fieldwork</u> 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 and locational and directional language 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	(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). <u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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 <u>Geographical Skills and Fieldwork</u>
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		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.	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.
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Disciplinary and Substantive Knowledge in Geography	
Substantive Knowledge in Geography:	Substantive Knowledge in geography is the specific and factual content of Geographical Enquiry. For example, in Location Knowledge, Place Knowledge, and Human & Physical Geography, pupils will learn how to name and locate different places in the world.
Disciplinary Knowledge in Geography:	Disciplinary Knowledge in Geography is delving deeper - using prior knowledge to build upon the children's understanding of scale and to apply their knowledge using skills. In Geographical Skills and Fieldwork for example, pupils will apply their knowledge using fieldwork and present their findings using map work, sketch maps and graphs. The Disciplinary Knowledge allows children to practise Geography outside the classroom.



Howden C of E Infant School

Sequence of Learning: Geography FS2



Knowledge and Skills			
	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
FS2	<u>My School</u> Draw information from a simple map of provision areas in the classroom. Talk about where they live. Know the name of the road and town the school is located in. Talk about what they like about their own immediate environment. <u>The Arctic and Desert Explorers: Africa</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<u>My School</u> Recognise and name two or more local features (this will be built on through conversations around occupations and visits into Howden during Autumn 2). <u>The Arctic and Desert Explorers: Africa</u> Recognise that different plants and animals grow in different parts of the world. <u>Opportunities across the Year</u> Talk about what they notice about the weather on a daily basis and how this impacts them.	<u>Using Maps</u> Experience looking at atlases and world globes. Understand what maps can be used for and why we have them. Describe their immediate environment using knowledge from observation and maps. <u>Field Work</u> Follow a simple map, as a group, to help find objects/features around school. <u>Audio/ Visual</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from images and maps.

	Understand and talk about parts of the world being hotter or colder. Talk about how different environments might vary from one another. Look at England, Arctic and Africa on maps and globes.		Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.
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Key Vocabulary	
FS2	My School: Hailgate, Howden, town, local, map, feature, building, house, Minster, park, shop The Arctic: Atlas, globe, Arctic, North Pole, ocean, Inuit (eskimo), igloo, ice, arctic fox, polar bear Desert Explorers/Africa: Desert, Africa, Sahara, dry, sand, dune, camel, hyena, cactus Weather and Seasons: Seasons, Spring, Summer, Autumn, Winter, weather, sun, rain, wind, snow



Howden C of E Infant School

Sequence of Learning: Geography Year 1



Knowledge and Skills			
	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 1	<u>The UK</u> Name, locate and identify characteristics of the four countries and capitals of the UK. Name and locate and seas surrounding the UK.	<u>My World: Howden Local Study</u> Identify human and physical features in Howden. <u>Introduced during Autumn 1 and revisited throughout the year:</u> Identify daily weather patterns in the context of the weather of the UK and local weather. Understand how weather changes across the four seasons. <u>India: Comparing Howden to Chembakolli</u> Name and locate the seven continents. Understand geographical similarities and differences through studying their school and lifestyle in Howden and that of children living in Chembakolli in India (see Action Aid	<u>Using Maps</u> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map (route from school to Howden Minster). <u>Fieldwork</u> Use simple fieldwork and observational skills to study the geography of the school, its grounds and the key human and physical features in the locality.

		resources). Make comparisons between school, landscape, housing, toys and transport. <u>Oh I do like to be Beside the Seaside!</u> Identify human and physical features in Filey and understand basic Geographical vocabulary: Physical (e.g. beach, cliff, coast, sea). Human (e.g. town, hotels, shops). Understand what the weather forecast shows and use key words to describe the weather.	Devise a simple map of the school; use and construct basic symbols in a key. Audio/ Visual Use aerial photographs and plan perspectives to recognise landmarks in the local area and find the school.
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Key Vocabulary	
Year 1	The UK: United Kingdom, Great Britain, island, country, city, capital city, population, landmark, language, sea My World: Howden Local Study: town, street, post code, address, map, symbol, compass, route, feature India: Comparing Howden to Chembakolli: Chembakolli, India, village, tribe, forest, river, veranda, kho kho, rickshaw O I do like to be Beside Seaside!: weather, temperature, thermometer, weather forecast, climate, heatwave, tide, beach, cliff, coast, resort



Howden C of E Infant School

Sequence of Learning: Geography Year 2



Knowledge and Skills			
	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 2	<u>Explorers: Hot and Cold Places</u> Know the location of hot and cold areas of the world in relation to the equator and the north and south poles. Consider what equipment and food an explorer would need to take with them if they were to be travelling to a tropical region and a polar region. <u>Land Ahoy! Continents and Oceans</u> Recap the world's seven continents. Name and locate the world's five oceans.	<u>South Africa: Comparing London to Cape Town</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of contrasting locations. Understand basic Geographical vocabulary: Physical (e.g. forest, hill, mountain, ocean, river, soil, valley, vegetation). Human (e.g. factory, farm, office, port, harbour, town, countryside).	Using Maps Use world maps, Google Maps, atlases and globes to locate hot and cold areas of world in relation to Equator and Poles. Use simple compass directions and locational and directional language to describe the location of features and routes on maps of London and Cape Town. Use world maps, atlases and globes to name and locate the world's seven continents and five oceans. Field Work Use simple fieldwork and observational skills to study the key human and physical features of Central London.

			Audio and Visual Use aerial photographs to observe and locate geographical features.
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Key Vocabulary	
Year 2	Explorers: Hot and Cold Places: equator, North Pole, South Pole, climate, tropical, temperate, polar, Arctic, Antarctica, continent South Africa: Comparing London to Cape Town: South Africa, mountain, valley, harbour, port, coastline, factory, castle, cathedral, government building Land Ahoy! Continents and Oceans: globe, Earth, continent, ocean, sea, Northern Hemisphere, Southern Hemisphere, mountain range



Howden Junior School

Sequence of Learning: Geography Year 3



Knowledge and Skills				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 3	<u>Antarctica / Asia</u> Locate some countries in Asia on a map. Relate continent, country, city. Name some capital cities. <u>UK</u> Describe where the UK is located. Name and locate some major urban areas in the UK. Locate where they live in the UK using locational terminology. Name nearby counties. Locate and describe some human and physical characteristics of the UK.	<u>UK/Yorkshire</u> Recognise the physical and human geography of the UK and its contrasting human and physical environments. Explain why some regions are different to others.	<u>Antarctica</u> Indicate polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. <u>Barmby on the Marsh</u> Use simple geographical vocabulary to describe significant physical features of a place Identify and sequence a range of settlement sizes from a village to a city. Describe the characteristics of settlements with different functions.	<u>Using maps</u> Follow a route on a map with some accuracy. Locate places using a range of maps including OS & digital. Begin to match boundaries (e.g. find same boundary of a country on different scale maps). Use 4 figure compasses, and letter/number co-ordinates to locate features on a map. <u>Map knowledge</u> Locate the UK on a variety of different scale maps.

			Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.	Name & locate the counties and cities of the UK. <u>Making maps:</u> Try to make a map of a short route experiences, with features in current order. Create a simple scale drawing. Use standard symbols, and understand the importance of a key. <u>Fieldwork</u> <u>Gather information:</u> Ask geographical questions. Record findings from field trips. Use a simple database to present findings from fieldwork. Use appropriate terminology.
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				Audio/Visual: Select views to photograph. Add titles and labels giving date and location information. Consider how photos provide useful evidence.
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Key Vocabulary	
Year 3	UK: city, county, country, continent, Northern Hemisphere, Southern Hemisphere, Equator, climate zone, cacao bean, temperate, import, rural, urban Antarctica: glacier, crevasse, iceberg, ice shelf, blubber, ice sheet, uncharted, frostbite, South Pole, floe, sub Antarctic, Antarctic Circle Asia: Landmarks, Himalayas, Gobi Desert, Yellow River, climate, Mandarin, tropical, monsoon, population, paddy, agriculture Local Area: canal, river, minster, human features, church, map, compass, physical features, fieldwork, village, town, settlement



Howden Junior School

Sequence of Learning: Geography Year 4



Knowledge and Skills				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 4	<u>Africa / Europe</u> Locate some countries in Europe and Africa using an atlas. Relate continent, country, city. Name and locate some capital cities. <u>Rivers</u> Name and locate the main rivers of the UK <u>Amazon</u> Locate the equator on a globe. Identify the position of the Northern and Southern hemispheres.	<u>Europe (Greece)</u> Describe and compare similarities and differences between some regions in Europe. Understand how the human and physical characteristics of one region in Europe are connected and make it special.	<u>Rainforests</u> Indicate temperate and tropical climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Understand how climate and vegetation are connected. <u>Water Cycle/Rivers</u> Use simple geographical vocabulary to describe significant physical features and talk about how they change. Describe a river environment in the UK,	<u>Using maps</u> Follow a route on a large-scale map. Locate places on a range of maps (variety of scales). Identify features on an aerial photograph, digital or computer map. Begin to use 8 figure compass and four figure grid references to locate features on a map <u>Map knowledge</u> Locate Europe on a large-scale map or globe. Name and locate countries in Europe (including Russia) and their capital cities.

			using appropriate geographical vocabulary. Describe the water cycle in sequence, using appropriate vocabulary. Name some of the processes associated with rivers.	<u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important. Draw a sketch map from a high viewpoint. <u>Fieldwork</u> <u>Sketching:</u> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction. <u>Audio/Visual</u> Locate position of a photo on a map.
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Key Vocabulary	
Year 4	Rainforest: canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, temperate, extinction, destruction, biodiversity Europe (Greece):

	European Union, Mediterranean, Euros, border, Greek Isles, climate, mainland, coastal, landscape, peninsular
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Africa:

grassland, savanna, desert, apartheid, Serengeti, Great Rift Valley, veld, safari, malaria, subsistence farming

Rivers:

atmosphere, condensation, liquid, evaporation, gas, groundwater, precipitation, transpiration, surface, water vapour, runoff, absorb



Howden Junior School

Sequence of Learning: Geography Year 5



Knowledge and Skills				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 5	<u>Oceania / The Oceans</u> Locate cities, countries and islands of Oceania on physical and political maps. Use maps to identify key physical and human characteristics. Locate and identify the five oceans using a globe and an atlas. <u>Mapping Skills/Local Area</u> Locate towns and cities in relation to the local area. Understand how the local area has changed. Identify different types of land use in the UK and how some have changed over time.	<u>Mapping Skills/Local Area</u> Make comparisons of areas using maps.	<u>Conservation of Resources</u> Describe what the climate of a region is like and how plants and animals are adapted to it. Understand how food production is influenced by climate. <u>Mapping Skills/Local Area</u> Know and understand what life is like in cities and villages and in a range of settlement sizes. Explain how the types of industry in an area have changed over time. <u>Conservation of Resources</u> Understand that the products we use are	<u>Using maps</u> Follow a short route on an OS map. Describe the features shown on an OS map. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales. Use 8 figure compasses, begin to use 6 figure grid references. <u>Map knowledge</u> Locate the world's countries, focus on Oceania.

	<u>North and South</u> Locate places in relation to the equator and the Tropics of Cancer and Capricorn. Locate the Arctic and Antarctic circles. Use longitude and latitude to locate places. Relate location to their time zones, climate, seasons and vegetation.		imported as well as locally produced. Understand where our energy and natural resources come from.	Identify the position and significance of lines of longitude & latitude. <u>Making maps</u> Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use and recognise OS map symbols regularly. <u>Fieldwork</u> <u>Gather information</u> Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected. Use graphs to display data collected. Evaluate the quality of evidence collected and suggest improvements.
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				<u>Audio/Visual</u> Use photographic evidence in their investigations. Evaluate the usefulness of the images.
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Key Vocabulary	
Year 5	Map Reading: Ordnance Survey, symbol, hemisphere, contour lines, elevation, scale, grid reference, legend, orientation, aerial photograph Oceania: Maori, Aborigines, outback, archipelago, station, coral, territory, reef, Great Barrier Reef, International Date Line Five Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, ocean trench, Mariana Trench, Mid Ocean Trench, Challenger Deep, current, marine Around the World: Equator, polar regions, Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, time zones, tropics, latitude, longitude Energy Conservation: renewable, non-renewable, energy, conserve, sustainable, environment, resource, green energy, import, export, trade links, carbon footprint, global warming



Howden Junior School

Sequence of Learning: Geography Year 6



Knowledge and Skills				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 6	<u>North and South America</u> Locate cities, countries and regions of North and South America on physical and political maps. Use maps to describe key physical and human characteristics. <u>Whitby</u> Locate and describe coastal and mountain environments in the UK and how they change. Recognise broad land-use patterns of the local area and how it is different from another region of the UK.	<u>North and South America</u> Know information about a region of North or South America - its physical environment, climate and economic activity.	<u>Earthquakes / Volcanoes / Coasts / Mountains</u> Describe and understand a range of key physical processes and the resulting landscape features. Understand how a mountain region was formed.	<u>Using maps</u> Compare maps with aerial photographs. Select a map for a specific purpose. Use atlases to find out data about other places. Use 8 figure compass and 6 figure grid reference accurately. Use lines of longitude and latitude on maps. <u>Map knowledge</u> Locate the world's countries on a variety of maps, focus on North & South America.

				<u>Making maps</u> Draw plans of increasing complexity. Begin to use and recognise atlas symbols. <u>Fieldwork</u> <u>Sketching</u> Select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns. <u>Audio/Visual</u> Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.
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Key Vocabulary	
Year 6	Mountains: peak, valley, cliff, ridge, range, summit, hill, terrain, altitude, plateau, tectonic plates, fold mountains Coasts: bay, beach, cliff, headland, coastline, stack, groyne, arch, cave, erosion, deposition, dunes, stump, abrasion

North America:

North America, United States of America, American state, national park, The 'Big Apple', Mississippi River, Statue of Liberty, Chichen Itza, President, Inuit

South America:

street children, pampas, slums, Atacama Desert, favelas, inhabitant, Panama Canal, Lake Titicaca, Andes

Natural Disasters:

eruption, aftershock, tsunami, magma, lava, ash cloud, dormant, fault line, magnitude, landslide, tectonic plates, vent

SMSC in Geography	
Spiritual	Social
Children: Wonder at the natural world: both at the physical (rivers, mountains, hills, volcanoes and the effect of weather and climate) and human features. Consider the effect that the environment continues to have on settlements and peoples' daily lives. In the summer term, each class studies an area of sustainability. Study real people in real places and our relationship with the environment and reflect on their own values and beliefs, and those of others. Explore their own feelings about the people, places and environments they are learning about. During every Spring term, there is a whole school curriculum focus on the children being global citizens.	Children: Study real people in different societies as well as look at their own locality and others in the world to strengthen their own sense of identity and community. Take part in classroom activities -pair work, group work, role-play, geographical games - to foster good social behaviour and self - discipline. Carry out fieldwork. Outside of the classroom, pupils need a greater degree of self-discipline and a successful trip often relies on each member of the group contributing. Develop knowledge and understanding of the concept of sustainable development, and the skills to act upon their understanding.
Moral	Cultural
Children: Recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Discuss issues of justice, fairness and democracy in terms of pupils' own experiences as well as using geographical issues as contexts. Most geographical issues have a moral dimension.	Children: Study real people in real places in the present and recognise commonalities and differences. Learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural

Take part in discussions around environmental issues, for example, is climate change our responsibility? Should the rain forest be exploited? Discussion, role-play and decision making exercises enable pupils to explore such issues, In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.	traditions of the people who live there. For example, for younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.
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British Values

Geography and global learning have a contribution to make in the following areas:

- Developing knowledge and understanding of, and mutual respect and tolerance for their own and other cultures in a range of places; for example by developing knowledge of diverse places and people, and understanding the geographical processes leading to change e.g. within the study of North America and South America UKS2.
- Investigating and understanding geographical processes that affect and inter-connect the lives of those in the community, locality and wider world; for example local area studies in KS1 where the children study local issues and in KS2 how we link to other areas of the world such as when looking at deforestation and how we can engage with the concept during relevant focus units.
- Values such as tolerance, mutual respect, liberty and responsibility are also international values, enlightened by developing global knowledge and understanding, and Britain's engagement with the wider world. Global learning helps pupils consider the place of Britain and 'Britishness' within international and global contexts, including the idea of multiple identities.