



Geography Curriculum Progression

Implementation

At Cockwood, Geography is taught in half-termly blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. In Class 3, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. In Class 2 children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. As children progress through Classes 2 and 1, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, children build on prior knowledge alongside introducing new skills and challenges. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. During their time at Cockwood, all children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

Meeting the needs of all children

At Cockwood Primary School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to the learning of Geography and to be supported in this process. To that end we teach Geography to all children. Geography forms part of the school's commitment to providing a broad and balanced education to all children. Through our teaching of Geography, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs, making adaptations to the lessons being taught as necessary. Teachers deliver content and provide scaffolding for individuals through a range of resources and IT equipment. Children are encouraged to work independently, in pairs and in groups. All pupils experience trips, visits and visitors giving our disadvantaged children the enrichment opportunities they need to develop their depth of understanding, apply their knowledge and broaden their vocabulary.

Endpoints and expectations

We will use the benchmarking expectations in 'A Progression Framework for Geography' produced by the Geographical Association, to help plan an engaging and challenging key stage that provides opportunities for pupils to make progress. We will assess three aspects of achievement in geography:

- Contextual world knowledge of locations, places and geographical features.
- Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space.
- Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

By the end of EYFS:

Understanding the world

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

ELG: The natural world

Children at the expected level of development will:

- 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, including the seasons and changing states of matter.

Contextual world knowledge of locations, places and geographical features

Demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts

By the end of Key Stage 1 (expectations by age 7) children will:

Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.

By the end of Lower KS2 (expectations by age 9) children will:

Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.

By the end of Key Stage 2 (expectations by age 11) children will build on their prior knowledge and extend this further. Children will:

Have a more detailed and extensive framework of knowledge of the world, including global significant physical and human features and places in the news.

Understanding of the conditions, processes and interactions that explains features, distribution patterns and changes over time and space

Extend from the familiar and concrete to the unfamiliar and abstract

Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments

Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs

By the end of Key Stage 1 (expectations by age 7) children will:

Show understanding by describing the places and features they study using simple geographical vocabulary, identify some similarities and differences and simple patterns in the environment.

By the end of Lower KS2 (expectations by age 9) children will:

Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at

By the end of Key Stage 2 (expectations by age 11) children will build on their prior knowledge and extend this further. Children will:

Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.
They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and

	comparing places and understand some reasons for similarities and differences.	the processes that lead to change. They show some understanding of the links between places, people and environments.
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Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information		
Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information		
By the end of Key Stage 1 (expectations by age 7) children will:	By the end of Lower KS2 (expectations by age 9) children will:	By the end of Key Stage 2 (expectations by age 11) children will build on their prior knowledge and extend this further. Children will:
Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

Early Years Foundation Stage

The statements that are applicable to the development of children's geographical understanding and knowledge are drawn from *Understanding the World* and *The natural world*, where children are guided to make sense of their physical world and their community; and *Mathematics*, where children's positional language and descriptions of routes and locations is progressed.

Knowledge Skills and Understanding Break Down for Geography

Foundation Stage

- All children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.
- All children know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
- All year children will explore the natural world around them, making observations. They will recognise some environments that are different to the one in which they live. They will understand important process and changes like the seasons and weather.
- Geography in the EYFS focuses on the development area of Understanding the World. In the EYFS children are given opportunities throughout the year within their continuous provision to explore, ask and answer questions about the immediate environment, local area, school grounds, family, local community, seasons, and weather. They will talk about members of their immediate family and community.
- In the EYFS understanding of the World is developed through the year and revisited in line with children's interest and learning needs. Planning is flexible and where links can be made to the wider world, discussion of space, place and people they will be.
- All children will be introduced to the wider world around them through key teaching of space, place, and people and, through further exploration, begin to offer thoughts and ideas and recognise similarities and differences between life in their country and life in other countries.
- All children will be given opportunities to develop understanding of key skills such as early map reading and develop their own journey maps that encourage key geographical vocabulary

KS1

LKS2

UKS2

Locational knowledge

Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.

KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.

Children can:

- 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;
- use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.

Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.

KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Children can develop contextual knowledge of the location of globally significant places (e.g. India)

Children develop their understanding, recognising and identifying key physical and human geographical features (e.g. rivers)

Children can:

- locate the world's countries, using maps to focus on environmental regions and key physical and human characteristics;
- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer

Children begin to explore South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.

KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places

Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.

Children can:

- use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers,

		<p>and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;</p> <ul style="list-style-type: none">● use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	<p>and land-use patterns; showing change over time;</p> <ul style="list-style-type: none">● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;● use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
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<p style="text-align: center;">Place knowled ge</p>	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum <i>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● compare the UK with a contrasting country in the world (Kenya and India); ● compare a local city/town in the UK with a contrasting city/town in a different country (Cockwood and village in Kenya and London with Brasilia); ● use key vocabulary to demonstrate knowledge and understanding in this strand: Brighton, compare, capital city, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum <i>Children can 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.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● understand geographical similarities and differences through the study of human geography of a region of the United Kingdom (Dartmoor and London); ● explore similarities and differences, comparing the human geography of a region of the UK and a region of Italy or India for example; ● understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and India or Italy ; ● explore similarities and differences comparing the physical geography of a region of the UK and a region of India and Italy; ● use key vocabulary to demonstrate 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum <i>Children can 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.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of North America (Death Valley) and South America (the Amazon and El Salvador); ● understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country (Greece); ● use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography,
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		<p>knowledge and understanding in this strand: physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>land use, settlement, economy, natural resources. Amazon rainforest, land use, retail, leisure, housing, business, industrial, agricultural.</p>
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**Human
and
physical
Geogra
phy**

Building on EYFS knowledge of how environments may vary. Children begin to learn about the human features of geography.

KS1 Geography National Curriculum

Children will understand key human and physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

- 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 features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They begin to understand the impact of humans on the earth.

KS2 Geography National Curriculum

Children locate a range of the world's most significant human and physical features.

Explain how physical features have formed, why they are significant and how they can change.

Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can describe and understand key aspects of:

- physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- human geography, including: types of settlement and land use;
- use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling,

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

KS2 Geography National Curriculum

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- human geography, including: types of settlement and land use, economic activity including trade links with El Salvador and FairTrade, and the

		<p>filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>distribution of natural resources including energy, food, minerals and water;</p> <ul style="list-style-type: none">● use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
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Geographical Skills and Fieldwork

Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

KS1 Geography National Curriculum

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- use simple compass directions and locational and directional 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 fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;
- use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

KS2 Geography National Curriculum

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs.

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use,

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

KS2 Geography National Curriculum

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey,

	chart, pictogram, world map, country, continent, human, physical.	urban, rural, population, coordinates.	legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
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Key concepts in Geography

Location knowledge	This includes understanding and knowing the following: The 7 continents of the world. The major oceans and seas. Lines of latitude and longitude. The equator and what lies to the north and south of it and the climates relating to these areas
Place knowledge	This will include knowing information about specific towns, cities, and countries in Europe and the rest of the world
Human features	Human features in Geography are parts of the world's land and seascapes that have been shaped by people. These include: settlements, trade, economic activity and the consequences of human actions such as pollution and CO2 emissions.
Physical features	Physical features in Geography are parts of the world's land and seascapes that have been formed naturally. These include: rivers, lakes, deserts and mountains.
Skills and fieldwork	Using maps (digital and paper), symbols, aerial photographs, globes and compasses to identify locations, characteristics, features and distances between contrasting locations. Conducting investigations to discover more about specific geographical features of an area.

Knowledge, Skills and Understanding Broken Down for Geography

Class 3 (EYFS & yr1)	Enquiry Question		
	Autumn	Spring	Summer
Year 1 of rolling programme	What is it like in our country? (And how is it different to others?)	How does the weather affect our lives?	Why do tourists visit Dawlish Warren?
Key questions	<p>What is a town? What is the countryside? What countries make up the UK? Can I find the UK on a map? What is an aerial photo? What are the key features of the countries in the UK? What are the capital cities of the UK? Where London and what is it like? Where is Brasilia? How is it different to London? How is it the same as London?</p>	<p>What is weather? How does the weather affect us? How can we forecast the weather? Can the weather be dangerous? What are hot countries like? What are cold countries like? What is it like in the Arctic? Can I use a map to find hot and cold countries?</p>	<p>Where are our seaside? Can I find them on a map? What is it like at the seaside? What can I find out about the seaside using aerial photos? What is it like at Dawlish Warren? Why do people come to Dawlish Warren on holiday? How can I get to Dawlish Warren? Can I plan a route? Where else can people go to the seaside? Is it hot or cold there?</p>
vocabulary	town, countryside, pro, con, country, United Kingdom, island, capital city, landmark, population	seasons, observations, record, temperature, thermometer, United Kingdom, affects, waterproof, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate	local area, national, resort, tourist, feature, physical feature, human feature, pier, promenade, United Kingdom, attractions, bay, harbour, climate
Year 2 of rolling programme	Where in the world do we live and what is it like there?	Where in the world is Kenya? How is it different from the UK?	What is it like where we live? What are the geographical

			features of Dawlish Warren? (local study)
Key questions	<p>What are continents? What are oceans? Which country do we live in? Can we find it on a map? What countries make up the UK? What do their flags look like? What are human features? What are physical features? What is a compass? What are compass points? Can I make a map? (add 2 figure grid references) How can my map help me get from one place to another?</p>	<p>What is a human feature? What is a physical feature? Where is Kenya? How are Kenya and the UK the same? How are they different? What is the weather like in Kenya? How is this different to the UK? How can photos help me to ask questions and find out about a place? How is my life different to a child's life in Kenya?</p>	<p>What is fieldwork? How can fieldwork help me find out about my local area? What is a human feature? What is a physical feature? What are the features of Dawlish Warren? (my locality) What do the features tell us about the area? How do you read a map? What do the symbols on the map mean? Can I plan a route to Dawlish Warren?</p>
vocabulary	country, city, continent, ocean, human feature, physical feature, atlas, map, compass, flag, United Kingdom, north, south, east, west	equator, Nairobi, rural, Swahili, human feature, physical feature, grasslands, savannah, tourists, national park, weather, same, difference, food, culture	compass, route, ocean, coast, aerial photo, location, fieldwork, measure, field sketch, local area, sand dune, estuary, names of local birds (oyster catchers, sand pipers, herring gulls, curlews etc). marram grass, beach

Class 2 (yr 2,3&4)	Enquiry Question		
	Autumn	Spring	Summer

<p>Year 1 of rolling programme</p>	<p>Why is Dartmoor an important National Park?</p>	<p>Why do people go on holiday to Italy from the UK?</p>	<p>How does the position of a country on the globe affect its climate?</p>
<p>Key questions</p>	<p>What is a national park? Where is Dartmoor? What are counties? What county is Dartmoor in? What can aerial photos tell us about Dartmoor? What is a tor and how is it formed? What is the land on Dartmoor used for? How has this changed over time? Why is it important to look after Dartmoor?</p>	<p>What countries make up Europe? What are their capital cities? Where is Italy? Which continent is it on? What are the physical features of Italy? How are they different to the UK? What are the human features of Italy? Is there anything similar in the UK? What is the climate like in Italy? Would you like to go on holiday to Italy? Why?</p>	<p>What is the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere? What are lines of longitude and latitude and how can I use them to find places on maps, atlases and globes? What are the key features of the polar regions and how do they compare to the UK? What is the climate like in the tropics? How is it different to the UK? What is the position and significance of the Prime Meridian? What are time zones and why are they important?</p>
<p>vocabulary</p>	<p>national park, county, aerial photo, tor, erosion, granite, industry, tourism, agriculture, farming, grazing, conservation, quarry, tram, ranger, settlement</p>	<p>country, Europe, city, capital, physical features, human features, climate, weather, similarity, difference, tourism</p>	<p>co-ordinates, hemisphere, observatory, polar, precipitation, equator, time zones, longitude, latitude, Arctic, Antarctic, tropics, Tropical Rainforest, Tropical Coniferous Rainforest, Tropical Dry Forest, Tropical Grasslands</p>

			(Savannahs), Prima Meridian, International Date Line
Year 2 of rolling programme	How can a field study help me learn about rivers?	How is the land around Cockwood used?	How do extreme events affect people's lives?
Key questions	<p>What is a river?</p> <p>What are the features of a river?</p> <p>What do rivers look like on local maps?</p> <p>Where is the East Dart River?</p> <p>Why is it important?</p> <p>What do the symbols on an ordnance survey map mean?</p> <p>What are grid references?</p> <p>How are they helpful?</p> <p>What can I learn about a river by measuring it?</p> <p>How do I measure the flow of a river?</p> <p>How do I make a transect of a river?</p> <p>What have I learnt about the East Dart River during my field study?</p>	<p>What countries make up the UK?</p> <p>What are their capital cities?</p> <p>What are the human features of Cockwood?</p> <p>What are the physical features of Cockwood?</p> <p>How can a sketch map show how land is used?</p> <p>What is a key and how does it help me read a map?</p> <p>What skills do I need to make my own sketch map of land use around Cockwood?</p> <p>Is Cockwood rural or urban?</p> <p>What type of industry takes place around Cockwood?</p> <p>How is the land around Cockwood used for different types of farming?</p>	<p>What is under our feet?</p> <p>How are volcanoes formed?</p> <p>How do volcanoes affect people's lives?</p> <p>What causes earthquakes?</p> <p>How are they measured?</p> <p>What causes tsunamis?</p> <p>How do tsunamis affect people?</p> <p>What causes tornadoes?</p> <p>How do extreme events affect people's lives?</p>
vocabulary	river, mouth, waterfall, tributary, current, flow, meander, river bank, source, map, estuary	agriculture, counties, recreation, retail, rural, symbol, urban, population, sketch map, key, industry, physical features, human features	cumulonimbus cloud, erupt, fossils, magma, tectonic plates, tsunami, volcano, tornado, humus, topsoil, subsoil, bedrock, crust, mantle, core, earthquake
Year 3 of rolling programme	How can maps help us learn about the United Kingdom?	Where in the world is India and why is it important?	How can maps help us learn about our local area

			(Cockwood)?
Key questions	<p>What do I already know about maps and countries?</p> <p>What are the 7 continents and 5 oceans in the world?</p> <p>What are the capital cities of the countries in the UK?</p> <p>What countries make up Europe?</p> <p>What are their capital cities?</p> <p>Using locational language, where is Exeter located on a map of the UK?</p> <p>What is the biggest city in the UK called?</p>	<p>Can I find the significant lines of longitude on a map?</p> <p>What countries are located around the equator?</p> <p>Where is India?</p> <p>What is the climate like in India?</p> <p>How is that different to the UK?</p> <p>What are the major cities in India?</p> <p>What are the physical features of India?</p> <p>How are they the same or different to the UK?</p> <p>How is life in India different to life in Cockwood?</p>	<p>What is a sketch map?</p> <p>How can compass directions help me to move around a map?</p> <p>Can I plan a route around Cockwood?</p> <p>Can I use an Atlas to find locations in the UK?</p> <p>Can I use an Atlas to find places around the world?</p> <p>What is an aerial view?</p> <p>What do aerial photographs tell me about the school and the local area?</p> <p>What are human and physical features?</p> <p>Where are the world's 5 main oceans?</p>
vocabulary	continent, capital city, Europe, city, town, country, map, place, north, south, east, west, compass, atlas, globe	equator, hemisphere, tropics, climate, longitude, latitude, Tropic of Cancer, Tropic of Capricorn, peninsular, rural, population	sketch map, key, compass rose, map symbol, ordnance survey, route, compass, climate, location, place, atlas, continent, ocean, physical feature, aerial view, human feature

Class 1 (yr4,5&6)	Enquiry Question		
	Autumn	Spring	Summer

Year 1 of rolling programme	Do you think the human features, or the physical features of The Americas are more important?	Why is it important to have a topological understanding of the UK?	Why do landscapes change and boundaries move?
Key questions	<p>What are hemispheres, tropics and poles? Where are North and South America? What geographical terminology will help me describe the location and characteristics of a range of places across the Americas? How can I find out about the climates and biomes of different regions across the Americas? What skills do I need to use to find out about physical and human geographical features of Devon? What are the significant natural features of Devon? How do the human and physical features of Devon compare with Death Valley in the USA? What are the characteristics and significances of the natural wonders of the Americas? Would you rather live in North America, South America or Devon?</p>	<p>What is topography? What countries make up Europe, North and South America? How can I find out? How can an Atlas help me locate the cities of the UK? What is an Ordnance Survey map and why are they useful? What features can be seen on an OS map? How can a compass help us to plan a route? How do four and six figure grid references help us to locate places on a map? What skills have I learnt that could help me plan a journey?</p>	<p>How can water and weather change the landscape? How are coastal features formed? What do coastal features look like on a map? How can I find out about the coastal features of the UK? How has the make-up of the United Kingdom changed over time? How have the international borders of Europe changed over time? How do landscapes change over time? How might physical factors change the landscape in the future? How would this impact the population?</p>
vocabulary	biomes, climate, continent, country, equator, flora, fauna, latitude, longitude, weather, location, characteristics, regions	atlas, compass, digital map, easting, grid reference, National Grid, Ordnance Survey maps, symbols, northings, compass,	acidic, border, boundary, deposition, dissolve, erosion, weathering, coast, dune, spit, stack, cave, bay, beach,

		compass points, north (N) north-east (NE) east (E) south-east (SE) south (S) south-west (SW) west (W) north-west (NW)	headland, stump, arch, cliff
Year 2 of rolling programme	What is the impact of tourism on mountain ranges?	Why is Europe important? How has the geography of Greece affected its history?	Why does the UK need to trade with other countries?
Key questions	<p>What is topography? How can maps help me find the world's mountain ranges? How can a topological map help me locate the higher ground in the UK? What are the key features of mountains? How do mountains form? What is the climate like in mountain ranges? What impact does tourism have on mountain ranges?</p>	<p>What are hemispheres, tropics and poles? (retrieval) What countries make up Europe? What are the key physical geographical features of Europe? What are the key human geographical features of Europe? Where is Greece? What are its key human and physical geographical features? How are they different to the UK? What are the names of the significant Greek cities and where are they located? Why do you think the cities have developed there? How has the physical geography of Greece influenced its history?</p>	<p>What does it mean to trade? What are the UK's trade links with other countries? How can maps help me to identify these trade links? Where is El Salvador? What is the climate like there? How is it different to the UK? Why do we need to trade goods with El Salvador? What is FairTrade? Why is FairTrade important? What is the global supply chain? How has trading changed throughout history?</p>
vocabulary	altitude, avalanche, crust, gorges, hypothermia, lava, magma, summit, tectonic plate, fold mountains, fault-block mountains, volcanic mountains, dome mountains, plateau	Hemisphere, tropic, equator, pole, continent, atlas, physical feature, human feature, settlement, coast, trade, land use, distribution, natural resources	trade, import, export, goods, global, buying, selling, FairTrade, globalisation, global supply chain, multinational, economy

	mountains, tourism, ridge, face, outcrop, treeline		
Year 3 of rolling programme	How has Europe changed since WW2?	Why are there rainforests in South America and why are they important?	What are the differences between the River Exe and the River Thames? (A comparative study)
Key questions	<p>What countries make up Europe? What are their capital cities? What countries make up the United Kingdom? What are their capital cities? What are their famous landmarks? What is the voting age? (Parliament Week) What do the symbols on an OS map mean? How do six figure grid references help us to use a map? How has land use around Exeter changed since the end of WW2? How has Europe changed since the end of WW2?</p>	<p>Where are the most famous rainforests located? What are lines of longitude and latitude? What countries are in South America? What are the Capital cities of the countries in South America? Why are there rainforests in South America? What different layers does the rainforest have? Why are rainforests important? What is sustainability? What is deforestation? What difference can one person make when it comes to protecting our planet?</p>	<p>What are the major cities in the UK? What happens to a river between the source and mouth? Where are the famous rivers of England found? What can I learn from visiting my local river? How has industry affected the river Thames and the river Exe? Would you rather live in London or Exeter? Why?</p>
vocabulary	Atlas, Border, Capital city, Cause, Change, Coast, sea, ocean, consequence, Continent, Country, Democracy, Difference, Europe, Industry, Key, Map, Migration, Ordnance Survey, parliament, Population, Similarity, Symbol, Voting	equator, climate, habitat, latitude, longitude, species, tropics, environment, sustainability, biome	river, mouth, tributary, meander, river bank, source, topography, city, urban, rural, industry

Assessing Geography

- At Cockwood Primary School, each unit of work is assessed with a final assessment piece which allows the children to answer their enquiry question using the evidence and sources.
- Children are assessed continually throughout each topic, with the teacher giving feedback through marking and verbal feedback.
- Formative assessment is carried out by the class teacher who will assess work against geography objectives in the national curriculum
- This process is supported by the end of phase statements in the National Curriculum 2014.
- We use the Target Tracker assessment tool in school to make teacher assessed judgements as to where the children are which allows us to assess both progress and attainment across the key stage.
- The subject leader will monitor the teaching, learning and assessment of Geography.
- Parents receive assessment information regarding Geography in yearly reports.

Impact

By the time our children leave Cockwood they will:

- Use geographical vocabulary accurately.
- Understand the different strands of Geography, with a deep understanding of the Earth's key physical and human processes.
- Begin to make relevant links from Geography to other curriculum subjects, such as History and Science.
- Improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world.
- Realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.
- Become competent in collecting, analysing and communicating a range of data gathered.
- Be able to interpret a range of sources of geographical information
- Communicate geographical information in a variety of ways.
- Be able to speak confidently about their geography learning, skills and knowledge.

