

# Geography at Minsterley



# INTENT STATEMENT

## Aims

- At Minsterley Primary School we believe that learning is a change to long term memory. We intend to create knowledge through spaced repetition and backwards and forwards learning. Our curriculum is built around repeated opportunities to strengthen key concepts. Opportunities are provided to revisit these skills within different geographical contexts.

The Geography coordinator at Minsterley Primary is Mel Thomas.

# Early Years Foundation Stage

## **Early Years Foundation Stage (EYFS)**

Geography is taught in Reception as an integral part of their topic work through Understanding the World. Their learning is supported through child-initiated and adult led activities. Understanding the world involves guiding children to make sense of their physical world and their community.

In the Foundation stage, geography makes a significant contribution to developing a child's understanding of the world through activities such as learning about their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps, and to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The children follow the Early Years Foundation Stage Curriculum alongside the Curriculum Companion by Chris Quigley.

## The Geography Curriculum (Key Stage 1 & Key Stage 2)

Our Geography curriculum is based on the National Curriculum 2014. Children are taught about a high-quality geography education which should inspire in pupils a curiosity and fascination about the world and its people. The teaching of geography 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.

### **Key Stage 1**

The National Curriculum for 2014, provides the **long term planning** for geography taught in the school. Teachers use the National Curriculum alongside Kapow to support their **medium-term planning**.

During Key Stage 1, pupils should develop knowledge about the world, the United Kingdom, and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**The National Curriculum states that pupils in Key Stage 1 should be taught about:**

#### **Locational knowledge:**

\*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

## The Geography Curriculum (Key Stage 1) continued...

### **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

### **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

\*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

\*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## The Geography Curriculum (Key Stage 1) continued...

### **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 Geography Curriculum (Key Stage 2)

### **Key Stage 2**

The National Curriculum for Geography 2014, provides the **long term planning** for geography taught in the school. Teachers use the National Curriculum alongside Kapow to support their **medium-term planning**.

During Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught:

#### **Locational knowledge**

\*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 (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time



## The Geography Curriculum (Key Stage 2) continued...

\*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, a region in a European country, and a region within North or South America

**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

## The Geography Curriculum (Key Stage 2) continued...

### **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

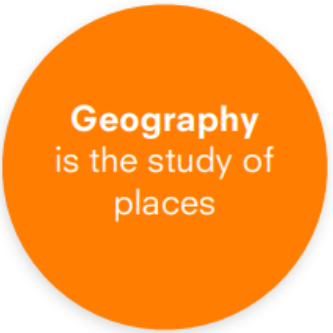
\*use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Chris Quigley Curriculum – EYFS

**Threshold concepts** are used as the basis for the organisation of learning and progression. These are the most important aspects of each area of learning, the aspects that recur time and time again in many topics and so prove useful in helping pupils to assimilate new information into growing schema.

These concepts are, therefore, a useful way to organise a curriculum as they provide a way for teachers to relate one topic to another, which helps pupils to build on prior knowledge. Threshold concepts are specific to each area of learning. They are called threshold concepts because by crossing the threshold, children cross a metaphorical threshold from novice to expert and, in doing so, acquire the powerful knowledge or cultural capital that will make them 'school ready.'

The Threshold concept for Geography is shown here:



**Geography**  
is the study of  
places

## Chris Quigley Curriculum – EYFS

Three big ideas drive curriculum provision for geography:

**\*investigating places:** this involves children learning to describe where places are and what they notice about them;

**\*investigating patterns:** this involves children noticing spatial relationships;

**\*communicating geographically:** this involves children developing knowledge of geographical representation and learning to use geographical terminology.



# Chris Quigley Curriculum – EYFS

An example of a progression in milestones could look like the example below, where in Clee Class they would focus on R2 for example:

## Threshold concept: geography

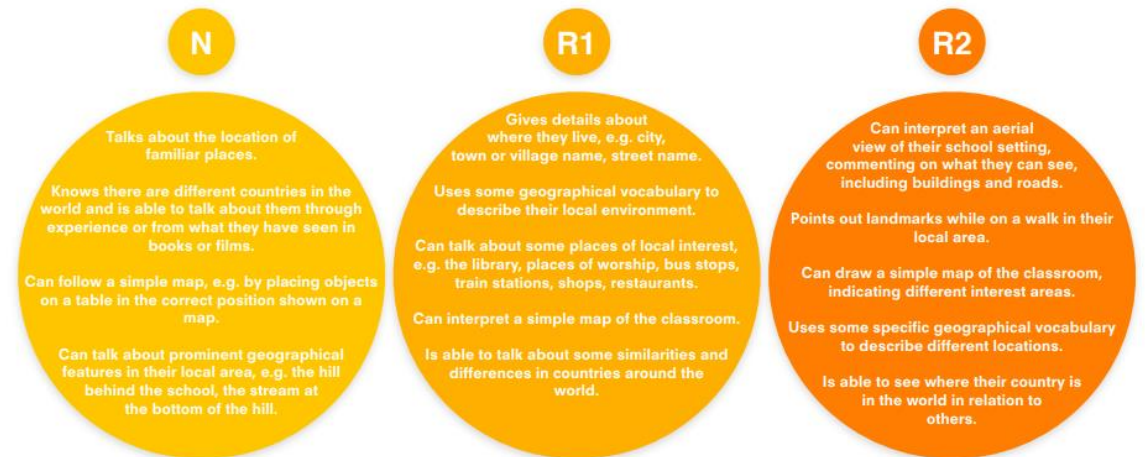
### Importance

Geography helps us find answers to questions about the world around us – about where things are and how they got there. Children need to experience their local environment, to understand the here and now, to then be able to expand this understanding to the near and far universe. Children learn about geography beginning with their daily experiences, where they go and what they do there.

### Big ideas

- Investigating places: this involves children learning to describe where places are and what they notice about them.
- Investigating patterns: this involves children noticing spatial relationships.
- Communicating geographically: this involves children developing knowledge of geographical representations, such as maps, and learning to use geographical terminology.

### Progression milestones



## Kapow – Key Stage 1 and Key Stage 2

Kapow's Primary Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer.

It supports pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our curriculum, we aim to build an awareness of how geography shapes lives at multiple scales and over time with the hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our curriculum emphasises the importance of a strong focus on developing both geographical skills and knowledge, critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. To support the development of fieldwork skills across each year group and help children gain a deep interest and knowledge of their locality and how it differs from other areas of the world and finally a growing understanding of geographical concepts, terms and vocabulary.

Through a clear progression of skills and knowledge within four strands across each year group, we ensure these are taught within each year group and develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely.

## Kapow – Key Stage 1 and Key Stage 2

The impact of Kapow's Primary scheme can be monitored through assessment opportunities. Examples of this might include:

- Questioning
- Quizzes
- Vocabulary
- Brain drop
- Kahoot Quizzes
- Google Quizzes – end of the week quiz
- Continuous Provision – Play – Observations
- Kate Jones strategies
- True/False
- Thumbs up/thumbs down

# Building a Geography Schema

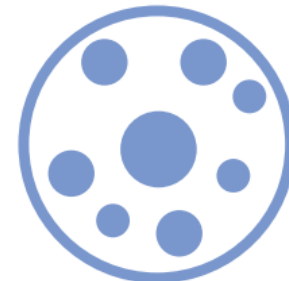
## What is a schema?

Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge.

A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links. The diagram below shows the difference between information and a schema.

Within geography teaching, this helps teachers to help their students form a geography schema by:

- using concepts as the basis for the schema
- strengthening the schema with knowledge
- further deepening connections through tasks.



Information



Schema



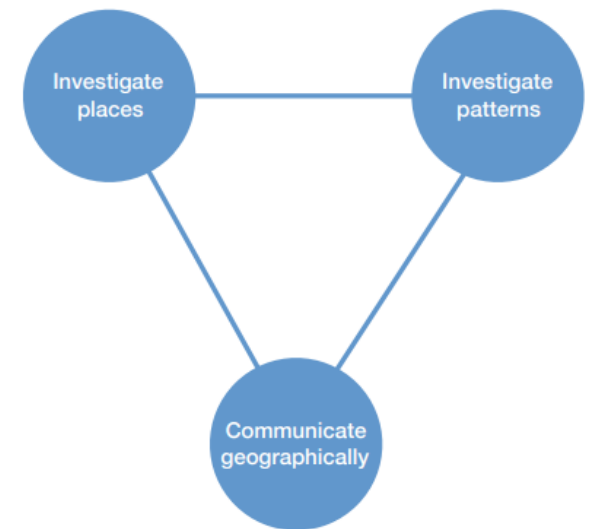
# Concepts as the basis for a schema

To build a geography schema we recommend that 'threshold concepts' are used. These are the big ideas that underpin the subject. The three threshold concepts in geography are:

- **Investigate places** – This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns** – This concept involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
- **Communicate geographically** – This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places.

# Concepts as the basis for a schema

This shows the three concepts as the basis for a geography schema.

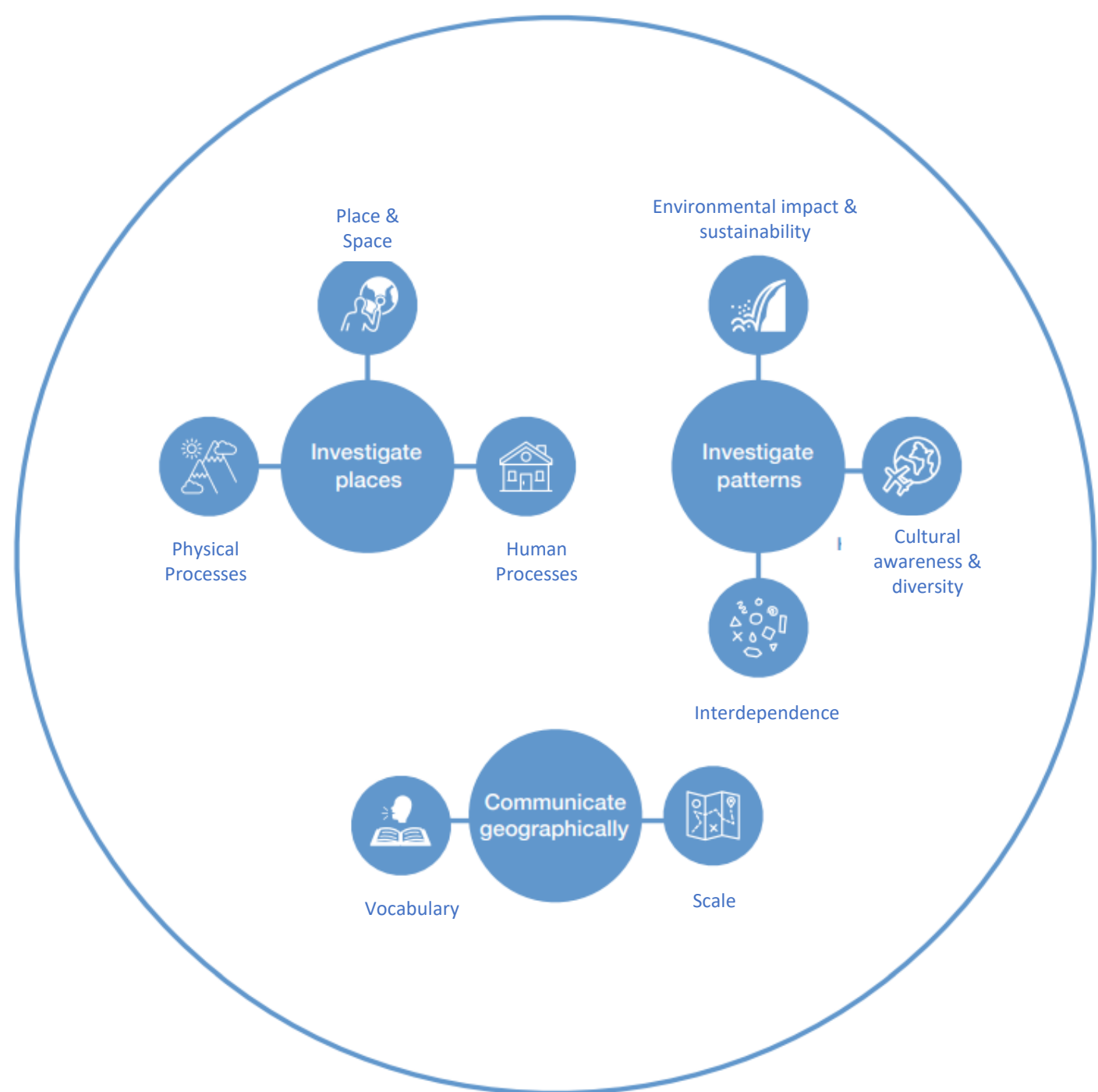


# Facets of Knowledge

## Strengthen the schema with knowledge

As lessons are planned through Kapow, teachers still endeavour to ensure that each threshold concept is used and revisited over time to enable children to make links and strengthen their understanding for the facets of knowledge.

The diagram provides a picture of how the schema is strengthened through the facets of knowledge.



# Geographical Concepts – Investigating Places

**\*Place and Space** - this signifies more than a geographical location, it encompasses distinctive features, landscape, community, and diversity. It acts as a foundation for ideas like location, distribution, pattern, interaction, and distance.

**Physical and Human processes** - involves understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Pupils learn that the two types of processes are interlinked and influence the other.

# Geographical Concepts – Investigate Patterns

**\*Environmental Impact and Sustainable development** - environmental impact and sustainable development explore the relationship between humans and the Earth. Pupils examine how human activities affect ecosystems and lead to environmental changes, both locally and globally. They look at the importance of using resources sustainably to balance our current needs with those of future generations.

**Diversity and Cultural awareness** - this helps pupils to understand the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community. In addition, they shed light on critical perspectives such as decolonising, and young people's geographies, fostering a more inclusive and diverse understanding of the world around us as well as appreciating different values and attitudes and their influence on geographical issues.

**\*Interdependence** – this is a key idea, highlighting how everything, including people, places, environments, and processes, are linked together in numerous ways. Children gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.

# Geographical Concepts – Communicating Geographically

\***Scale** - can refer to the size or level of geography, from local to national, international and global. Pupils make links between geographical issues and processes at these different scales. Scale also helps us understand how different geo-graphical concepts are interconnected at various levels.

# Geography Lessons at Minsterley

A main geography lesson is taught weekly for half of every term. This is then swapped with history for the other half of the term.

Teacher's carefully plan so that students have a chance to connect topics together using the threads which helps children understand how these are reflected throughout geography in various ways.

When planning, the knowledge webs are not seen as a 'fact sheet' whereby, children can recite the facts, they are judged to have learned something. Instead, teachers must use their professional expertise to create appropriate lessons to convey the knowledge.

# Additional Vocabulary - EYFS

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> <li>• direction</li> <li>• feature</li> <li>• find</li> <li>• journey</li> </ul>	<b>Exploring maps</b>		
Mapping	<ul style="list-style-type: none"> <li>• building</li> <li>• car park</li> <li>• field</li> <li>• house</li> <li>• park</li> <li>• path</li> <li>• road</li> </ul>	<ul style="list-style-type: none"> <li>• lake</li> <li>• river</li> </ul>	<ul style="list-style-type: none"> <li>• town</li> <li>• village</li> </ul>
<ul style="list-style-type: none"> <li>• above</li> <li>• aerial</li> <li>• bird's eye view</li> <li>• map</li> </ul>	<b>Outdoor adventures</b>		
Fieldwork		<ul style="list-style-type: none"> <li>• acorn</li> <li>• autumn</li> <li>• bark</li> <li>• dark</li> <li>• dry</li> <li>• feather</li> <li>• flower</li> <li>• freezing</li> <li>• frosty</li> <li>• hot</li> <li>• leaf</li> <li>• rain</li> <li>• seed</li> <li>• snow</li> <li>• spring</li> <li>• summer</li> <li>• sun</li> <li>• sunny</li> <li>• twig</li> <li>• wet</li> <li>• winter</li> </ul>	
<ul style="list-style-type: none"> <li>• identify</li> <li>• look</li> <li>• photograph</li> <li>• route</li> <li>• search</li> <li>• feel</li> <li>• look</li> <li>• notice</li> <li>• observe</li> <li>• see</li> <li>• smell</li> <li>• Sound</li> <li>• touch</li> </ul>			



# Additional Vocabulary – Key Stage 1 – Year 1

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> <li>aerial view</li> <li>aerial photograph</li> <li>distance</li> <li>location</li> <li>locate</li> <li>near</li> <li>far</li> <li>left</li> <li>right</li> <li>north</li> <li>features</li> <li>direction</li> <li>physical feature</li> <li>human feature</li> <li>similar</li> <li>different</li> </ul>	<b>What is it like here?</b>		
	<ul style="list-style-type: none"> <li>village</li> <li>town</li> <li>city</li> </ul>	<ul style="list-style-type: none"> <li>land</li> <li>lake</li> <li>river</li> <li>ocean</li> <li>sea</li> </ul>	<ul style="list-style-type: none"> <li>place</li> <li>continent</li> <li>country</li> </ul>
	<b>What is the weather like in the UK?</b>		
		<ul style="list-style-type: none"> <li>weather</li> <li>season</li> <li>climate</li> </ul>	<ul style="list-style-type: none"> <li>Europe</li> <li>England</li> <li>Scotland</li> <li>Wales</li> <li>Northern Ireland</li> <li>United Kingdom (UK)</li> </ul>
<b>Mapping</b>	<b>What is it like to live in Shanghai?</b>		
<ul style="list-style-type: none"> <li>map</li> <li>globe</li> <li>atlas</li> <li>symbol</li> <li>key</li> </ul>	<ul style="list-style-type: none"> <li>port</li> <li>harbour</li> <li>skyscraper</li> <li>metro</li> <li>transport</li> </ul>	<ul style="list-style-type: none"> <li>desert</li> </ul>	<ul style="list-style-type: none"> <li>Asia</li> <li>China</li> <li>Shanghai</li> </ul>
<b>Fieldwork</b>			
<ul style="list-style-type: none"> <li>survey</li> <li>questionnaire</li> <li>compass</li> <li>rain gauge</li> <li>thermometer</li> <li>temperature</li> <li>weather vane</li> </ul>			

# Additional Vocabulary – Key Stage 1 – Year 2

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> <li>landmark</li> </ul>	<b>Would you prefer to live in a hot or cold place?</b>		
	<ul style="list-style-type: none"> <li>urban</li> <li>rural</li> </ul>	<ul style="list-style-type: none"> <li>pack ice</li> <li>ice sheet</li> <li>arid</li> <li>savannah</li> <li>vegetation</li> <li>grasslands</li> <li>rainforest</li> <li>polar</li> <li>mild</li> <li>temperate</li> </ul>	<ul style="list-style-type: none"> <li>Africa</li> <li>North America</li> <li>South America</li> <li>Antarctica</li> <li>Oceania</li> <li>Equator</li> <li>North Pole</li> <li>South Pole</li> <li>Kenya</li> </ul>
<b>Mapping</b>	<b>Why is our world wonderful?</b>		
<ul style="list-style-type: none"> <li>sketch map</li> <li>scale</li> <li>OS map</li> </ul>		<ul style="list-style-type: none"> <li>habitat</li> </ul>	<ul style="list-style-type: none"> <li>Atlantic Ocean</li> <li>Indian Ocean</li> <li>Southern Ocean</li> <li>Pacific Ocean</li> <li>Arctic Ocean</li> <li>London</li> <li>Edinburgh</li> <li>Cardiff</li> <li>Belfast</li> <li>Ben Nevis</li> <li>Lake Windermere</li> <li>Mount Snowdon</li> <li>capital city</li> </ul>
<b>Fieldwork</b>	<b>What is it like to live by the coast?</b>		
<ul style="list-style-type: none"> <li>sample</li> <li>tally chart</li> <li>pictogram</li> <li>bar chart</li> <li>data collection</li> </ul>	<ul style="list-style-type: none"> <li>aquarium</li> <li>tourist</li> </ul>	<ul style="list-style-type: none"> <li>arch</li> <li>bay</li> <li>coast</li> <li>mudflat</li> <li>pier</li> <li>cliff</li> <li>coastline</li> <li>island</li> <li>sand dunes</li> <li>stack</li> </ul>	<ul style="list-style-type: none"> <li>Weymouth</li> <li>Jurassic Coast</li> <li>Pembrokeshire</li> <li>Orkney Islands</li> <li>Giant's Causeway</li> <li>Flamborough Head</li> <li>North Sea</li> <li>English Channel</li> <li>The Irish Sea</li> </ul>

# Additional Vocabulary – LKS2 – Year 3

Geographical skills and fieldwork	Human and physical geography		Locational knowledge	
	Human	Physical		
Geographical	Why do people live near volcanoes?			
<ul style="list-style-type: none"> <li>negative/positive effects</li> <li>climate change</li> <li>adaptation</li> <li>tourism</li> <li>explorer</li> <li>cross-section</li> <li>similarity/difference</li> <li>land use</li> </ul>	<ul style="list-style-type: none"> <li>geothermal energy</li> <li>man-made rock</li> </ul>	<ul style="list-style-type: none"> <li>inner core</li> <li>outer core</li> <li>mantle</li> <li>crust</li> <li>tectonic plate</li> <li>plate boundary</li> <li>volcano                             <ul style="list-style-type: none"> <li>shield</li> <li>composite</li> <li>active</li> <li>dormant</li> <li>extinct</li> </ul> </li> <li>mountain                             <ul style="list-style-type: none"> <li>fault block</li> <li>fold</li> <li>volcanic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>magma</li> <li>magma chamber</li> <li>vent</li> <li>pyroclastic flow</li> <li>fertile soil</li> <li>volcanic springs</li> <li>earthquake</li> <li>tsunami</li> <li>fault line</li> <li>epicentre</li> <li>seismic wave</li> <li>focus</li> <li>rock                             <ul style="list-style-type: none"> <li>natural</li> <li>igneous</li> <li>sedimentary</li> <li>metamorphic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Italy</li> <li>climate zones                             <ul style="list-style-type: none"> <li>polar</li> <li>temperate</li> <li>arid</li> <li>tropical</li> <li>mediterranean</li> <li>mountains</li> </ul> </li> <li>Earth</li> <li>Mount Kilimanjaro</li> <li>The Andes</li> <li>The Himalayas</li> <li>The Rockies</li> <li>The Alps</li> <li>Mount Etna</li> <li>Lines of latitude/longitude</li> </ul>
Mapping	Who lives in Antarctica?			
<ul style="list-style-type: none"> <li>index</li> <li>hemisphere</li> <li>scale bar</li> <li>mapping</li> <li>tilt</li> <li>four-figure grid reference</li> <li>plot</li> <li>eight points of the compass</li> <li>route</li> </ul>	<ul style="list-style-type: none"> <li>treaty</li> </ul>	<ul style="list-style-type: none"> <li>ice shelf</li> <li>drifting ice</li> <li>iceberg</li> <li>wilderness</li> </ul>	<ul style="list-style-type: none"> <li>Tropic of Capricorn</li> <li>Tropic of Cancer</li> <li>Northern Hemisphere</li> <li>Southern Hemisphere</li> <li>Arctic Circle</li> <li>Antarctic Circle</li> <li>South Georgia</li> <li>Mount Erebus</li> </ul>	
Fieldwork	Are all settlements the same?			
<ul style="list-style-type: none"> <li>expedition</li> <li>magnetic/magnetic field</li> <li>research</li> <li>intention</li> <li>destination</li> <li>evaluate</li> <li>compare</li> <li>improvement</li> </ul>	<ul style="list-style-type: none"> <li>linear</li> <li>nucleated</li> <li>dispersed</li> <li>recreational land</li> <li>agricultural land</li> <li>residential land</li> <li>commercial land</li> <li>place of worship</li> <li>monument</li> <li>memorial</li> <li>facilities</li> </ul>		<ul style="list-style-type: none"> <li>New Delhi</li> <li>settlement</li> <li>county</li> <li>region</li> <li>local</li> <li>country border</li> </ul>	

# Additional Vocabulary – LKS2 – Year 4

Geographical skills and fieldwork	Human and physical geography		Locational knowledge	
Geographical	Human	Physical		
<ul style="list-style-type: none"> <li>benefit/advantage</li> <li>drawback/disadvantage</li> <li>process</li> <li>approximate</li> <li>greenhouse gas</li> <li>sustainability</li> <li>carbon footprint</li> <li>global warming</li> <li>renewable energy</li> </ul>	<b>Why are rainforests important to us?</b> <ul style="list-style-type: none"> <li>indigenous peoples</li> <li>deforestation</li> <li>Community</li> <li>logging</li> <li>mining</li> </ul>		<ul style="list-style-type: none"> <li>vegetation belts</li> <li>forest floor</li> <li>understorey layer</li> <li>canopy layer</li> <li>emergent layer</li> <li>drought</li> <li>buttress roots</li> <li>lianas</li> </ul>	<ul style="list-style-type: none"> <li>biomes                             <ul style="list-style-type: none"> <li>Savannah</li> <li>Tropical rainforest</li> <li>Temperate deciduous forest</li> <li>Boreal forest</li> <li>Desert</li> <li>Tundra</li> </ul> </li> <li>Amazon rainforest</li> <li>Brazil</li> <li>Manaus</li> </ul>
<b>Mapping</b> <ul style="list-style-type: none"> <li>represent</li> <li>grid square</li> </ul>	<b>Where does our food come from?</b> <ul style="list-style-type: none"> <li>food miles</li> <li>import</li> <li>export</li> <li>distribution</li> <li>produce</li> <li>waste</li> <li>consume</li> <li>fertilisers</li> <li>pesticides</li> <li>greengrocer</li> <li>butcher</li> <li>trade</li> <li>product</li> <li>cooperative</li> <li>responsible trade</li> <li>seasonal food</li> <li>air freight</li> <li>grant</li> <li>packaging</li> <li>bakery</li> <li>food bank</li> <li>allotment</li> </ul>		<ul style="list-style-type: none"> <li>Côte d'Ivoire</li> <li>West Africa</li> </ul>	
<b>Fieldwork</b> <ul style="list-style-type: none"> <li>investigate</li> <li>interview</li> <li>method</li> <li>risk</li> <li>enquiry</li> <li>data</li> <li>analyse</li> <li>present</li> <li>quantitative/qualitative data</li> <li>summarise</li> <li>interpret</li> <li>quote</li> <li>source</li> <li>sample size</li> <li>reliability</li> <li>limitations</li> <li>open-ended/closed question</li> <li>Likert scale</li> </ul>	<b>What are rivers and how are they used?</b> <ul style="list-style-type: none"> <li>irrigation</li> <li>leisure</li> <li>supply</li> <li>condensation</li> <li>evaporation</li> <li>groundwater</li> <li>percolation</li> <li>precipitation</li> <li>transpiration</li> <li>water cycle</li> <li>delta</li> <li>estuary</li> <li>floodplain</li> <li>meander</li> <li>oxbow</li> <li>lake</li> <li>river</li> <li>mouth</li> <li>source</li> <li>tributary</li> <li>valley</li> <li>waterfall</li> <li>flooding</li> </ul>		<ul style="list-style-type: none"> <li>River Severn</li> <li>River Thames</li> <li>River Trent</li> <li>River Great Ouse</li> <li>River Wye</li> <li>River Mississippi.</li> <li>River Amazon</li> <li>River Nile</li> <li>River Danube</li> <li>River Yangtze</li> <li>River Murray</li> </ul>	

# Additional Vocabulary – UKS2 – Year 5

Geographical skills and fieldwork	Human and physical geography		Locational knowledge	
Geographical	Human	Physical		
<ul style="list-style-type: none"> <li>natural disaster</li> <li>threat</li> <li>species</li> <li>dependent</li> <li>geology</li> <li>ecology</li> <li>ecosystem</li> <li>atmosphere</li> <li>human footprint</li> <li>environment</li> <li>comparison</li> </ul>	<b>What is life like in the Alps?</b>			
	<ul style="list-style-type: none"> <li>population</li> </ul>	<ul style="list-style-type: none"> <li>mountain range</li> <li>temperate deciduous forest</li> <li>coniferous trees</li> <li>deciduous trees</li> </ul>	<ul style="list-style-type: none"> <li>The Alps</li> <li>France</li> <li>Monaco</li> <li>Switzerland</li> <li>Liechtenstein</li> </ul>	<ul style="list-style-type: none"> <li>Austria</li> <li>Germany</li> <li>Slovenia</li> </ul>
	<b>Why do oceans matter?</b>			
	<ul style="list-style-type: none"> <li>coral bleaching</li> <li>microplastics</li> <li>acidification</li> <li>overfishing</li> <li>Marine Protected Area</li> <li>single-use plastic</li> <li>re-purpose</li> <li>plastic pollution</li> <li>disposable</li> <li>policy</li> <li>biodegradable</li> </ul>	<ul style="list-style-type: none"> <li>ocean current</li> <li>buffer</li> <li>coral reef</li> <li>marine</li> <li>erosion</li> <li>decompose</li> </ul>	<ul style="list-style-type: none"> <li>Great Barrier Reef</li> <li>Australia</li> <li>Japan</li> <li>South Korea</li> <li>USA</li> <li>Thailand</li> <li>India</li> </ul>	
	<b>Would you like to live in the desert?</b>			
	<ul style="list-style-type: none"> <li>airstrip</li> <li>national park</li> <li>nature reserve</li> <li>tourist attraction</li> <li>military</li> <li>ranching</li> <li>agriculture</li> <li>desertification</li> <li>flash flood</li> </ul>	<ul style="list-style-type: none"> <li>rainfall</li> <li>barren</li> <li>sparse</li> <li>mesa</li> <li>mushroom rock</li> <li>natural arch</li> <li>salt flat</li> </ul>	<ul style="list-style-type: none"> <li>Mojave Desert</li> <li>Death Valley</li> <li>Gobi Desert</li> <li>Oleshky Sands</li> <li>Sahara Desert</li> <li>Chihuahuan Desert</li> <li>Patagonian Desert</li> </ul>	<ul style="list-style-type: none"> <li>Antarctic Polar Desert</li> <li>Great Victoria Desert</li> <li>Nevada</li> <li>Utah</li> <li>Arizona</li> <li>Atacama Desert</li> <li>Prime/Greenwich Meridian</li> </ul>
Mapping				
<ul style="list-style-type: none"> <li>land height</li> <li>sea level</li> <li>thematic map</li> <li>aerial map</li> <li>digital map</li> <li>time zone</li> </ul>				
Fieldwork				
<ul style="list-style-type: none"> <li>fieldwork</li> <li>evidence</li> </ul>				

# Additional Vocabulary – UKS2 – Year 6

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> <li>• impact</li> <li>• landscape</li> <li>• urban planner</li> </ul>	<b>Why does population change?</b>		
<p>Mapping</p> <ul style="list-style-type: none"> <li>• six-figure grid references</li> <li>• contour lines</li> </ul>	<ul style="list-style-type: none"> <li>• densely populated</li> <li>• sparsely populated</li> <li>• population density</li> <li>• population distribution</li> <li>• birth rate</li> <li>• death rate</li> <li>• natural increase</li> <li>• migration</li> <li>• refugee</li> <li>• push factors</li> <li>• pull factors</li> <li>• voluntary</li> <li>• involuntary</li> <li>• air pollution</li> <li>• noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>• land mass</li> </ul>	<ul style="list-style-type: none"> <li>• Singapore</li> <li>• Hong Kong</li> <li>• Bangladesh</li> <li>• Greenland</li> <li>• Iceland</li> <li>• Canada</li> <li>• Oman</li> <li>• Bulgaria</li> </ul>
<p>Fieldwork</p> <ul style="list-style-type: none"> <li>• digital technologies</li> <li>• conclusion</li> <li>• cartogram</li> <li>• Geographic Information System (GIS)</li> <li>• pie chart</li> <li>• line graph</li> <li>• live data</li> <li>• consideration</li> <li>• annotate</li> <li>• justify</li> <li>• issue</li> <li>• viewpoint</li> <li>• data collection methods</li> <li>• subjective</li> <li>• audience</li> <li>• recommendation</li> </ul>	<b>Where does our energy come from?</b>		
	<ul style="list-style-type: none"> <li>• energy source</li> <li>• hydropower</li> <li>• wind power</li> <li>• solar power</li> <li>• nuclear power</li> <li>• biofuel</li> <li>• non-renewable</li> <li>• dam</li> <li>• replenished</li> <li>• consumption</li> <li>• producer</li> <li>• headquarters</li> <li>• offshore</li> <li>• onshore</li> </ul>	<ul style="list-style-type: none"> <li>• coal</li> <li>• natural gas</li> <li>• crude oil</li> <li>• emissions</li> <li>• ocean tide</li> <li>• regenerate</li> <li>• fossil fuel</li> </ul>	<ul style="list-style-type: none"> <li>• Port of Blyth</li> <li>• Midland, Texas</li> <li>• Cities of the UK                             <ul style="list-style-type: none"> <li>◦ Glasgow</li> <li>◦ Liverpool</li> <li>◦ Bristol</li> <li>◦ Newcastle</li> <li>◦ Southampton</li> <li>◦ Plymouth</li> <li>◦ Leeds</li> </ul> </li> </ul>
	<b>Can I carry out an independent fieldwork enquiry?</b>		
	N/A	N/A	N/A

## SEND in Geography

To ensure that all children are able to access the geography curriculum, there are provisions put in place to support. Below are some examples:

- **Explicit Instruction:** To support children in this way it is important that teachers use clear and succinct language when teaching, and to check pupils understanding frequently. Helping pupils to organise their thinking by ‘chunking’ the content and introducing new material in small steps as well as modelling how to complete tasks before expecting pupils to work independently. **Examples in class could consist of: work can be differentiated to accommodate children that may find the main task a little tricky and also in mixed classes the work may be slightly altered to support those working in a different year group or curriculum, adults are also used for support for children that may need a scribe or repeat instructions.**
- **Cognitive & Metacognitive Strategies:** To ensure all pupils are able to recall previously learned content before moving onto new content, support them to plan, monitor and evaluate their own learning as well as modelling the selection of metacognitive strategies. **Examples in class could consist of: children can also present their work verbally.**
- **Scaffolding:** Teachers provide scaffolds that allow pupils to access learning. **Examples in class could consist of: children may be given a word bank to support difficulties with spelling, working memory and children with EAL.**
- **Flexible Grouping:** Teacher’s group pupils in a way that reduces any stigma. **Examples in class could consist of: children working together as ‘buddies.’**

## SEND in Geography

To ensure that all children are able to access the history curriculum, there are provisions put in place to support. Below are some examples:

- **Using technology:** Children are able to utilise technology. **Examples in class could consist of: images can also be helpful to support children and ensure that overwording in PowerPoints does not inhibit learning, in Key Stage 2, children work on Chromebooks to type their work. This helps support children who have difficulty with handwriting or other needs. The Chromebooks can also be used with a headset so that children can 'speak' their work into their document.**



# CPD in Geography

**21.01.21:** Looking to improve precision grids – emailed Ben Balin – Geography Advisor for ideas.

**02.03.21:** Geography Network Meeting – looked at resources, talked about what NC requirements we might meet using a photograph as a starter. Talked about what we will be covering when we get back to school. From my emails with Ben, we discussed how people are covering progression for Geography. I asked this specifically and I discussed at what stage I am at with Geography as lead.

**20.09.23:** Geography book look in staff meeting. Sharing books with staff to look at progression and pupil voice – more focus on the children knowing the threads inside and out and how they link.

**22.11.23:** Geography Subject Lead Day. Staff meeting to look at Investigating Places, Physical Processes – Place & Space. Talked to staff about the new titles for the threads and how they fit into the titles from the NC. threads and progression.

