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| A picture containing icon  Description automatically generated  **Hennock Community Primary School**  **Geography Curriculum**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It needs to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved.  Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual. |
| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Vocabulary List**   |  |  |  | | --- | --- | --- | | **Place knowledge – Y1 – Me on the Map**  world, planet, Earth, continent, Europe, country, UK, Great Britain, England, island, land, sea, county, Devon, city, Exeter, Town, Tedburn St Mary, village, hamlet, farm, countryside, map, plan, key, next to, behind, near, aerial view, globe locate, shop, post office, bus stop, houses, homes, field work | **Locational knowledge – Y1 – England, Northern Ireland, Scotland, Wales**  Great Britain, United Kingdom, England, Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Dublin, Belfast, flag, national, anthem, symbol, language, Celtic, Gaelic, | **Human and Physical Geography – Y1**  beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop | | **Place knowledge – Y2 - Italy** | **Locational Knowledge - Y2 - 7 Seas and Continents**  World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere. climate: cold/polar, temperate, warm, tropical, adapt, habitats. Europe, European, France, Paris, capital city, region, evaluate, senses, cuisine. beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation, farm, house, port, shop. | **Human and Physical Geography – Y2**  Sketch map, key, title, compass rose, direction, aerial (bird’s eye) view, map symbols. Compass, compass rose, direction, route, local area, near/far, distance, time, transport, atlas, index, page numbers, contents, key, human, physical, continent, country, capital city. Human, physical, man-made, natural, sea, ocean, water, mass, salt water. |   **Lower KS2 Vocabulary List**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Physical Geography**  **The Water Cycle**  Water cycle, evaporation, condensation, precipitation, collection, rain, clouds, hail, snow, sleet, mountain, hill | **Locational Knowledge, Physical Geography, Place Knowledge**  **Rivers, Mountains and Coasts**  Settlement, valley, mountain, hill, community, vegetation, weathering, landscape, soil, erosion [within weathering], peat, port, harbour, cliff, clay, ocean, sea, river, estuary, meander, mouth, compass, North, East, South, West, North East, North West, South East, South West, weather, climate zone, polar, equator,  Environment, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle | **Physical and Human Geography, Locational Knowledge, Place Knowledge**  **South America, Rainforests, Climate Change and Trade Links**  Rainforest, climate, tropical, temperate, equator, humid, rain, forest floor, understory, canopy, emergent layer, habitat, wildlife, environment, climate change, deforestation, goods, services, traded, trade links, import, export, transport, trade partners, international, fair trade, natural resources, global market, global supply chain, positive and negative, multinational companies, local trade, globalisation, natural disaster, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle | **Locational Knowledge, Physical and Human Geography, Place Knowledge**  **European countries – England and France**  Ancient, modern, Europe, continent, countries, capital city, landscapes, physical, human, climate, mountains, rivers, landmarks, oceans, seas, population, north, south, east, west, Northern Hemisphere, North East, North West, South East, South West, weather, climate zone | **Locational Knowledge and Physical Geography**  **Volcanoes and Earthquakes**  Dormant, erosion, lava, eruption, ash, magma, gas, pumice, mountain, core, crater, crust, active, molten rock, surface, vent, active, extinct, aftershock, compression, collide, continents, core, crust, epicentre, intensity, natural disaster, landslides, magnitude, tectonic plates, seismograph, seismologist, tremors, tsunami, velocity |   **Upper KS2 Vocabulary List**   |  |  | | --- | --- | | climate/ weather flood plain deposition climate zones  meander transportation tributary surface confluence  vegetation belts sea level mouth river grid reference  source delta terrain products ox-bow lake features  industrial grid reference contour lines continent  landscape natural sub-continent water cycle  population development arid precipitation  irrigation evaporation condensation ground water  settlement industry tourist excursion | scale [maps] contours migrate naturalised Arctic  disperse indigenous Antarctic sustainability immigrant  renewable natural disaster survey population  natural resources questionnaire biomes canopy [trees]  latitude vegetation belts Ordnance Survey longitude  climate zones distance Greenwich/Prime Meridian  conservation scale Time zone  pollution grid reference Northern hemisphere export  symbols Southern hemisphere import  urban Tropic of Capricorn tropical rural  Tropic of Cancer equatorial land use Equator  Subterranean congestion latitude  Location pollution longitude  minutes[location] tectonic plates deforestation magma |   Our geography curriculum is delivered as a two-year rolling programme as we have classes in curriculum phases. We incorporate Geography into our topic themed learning; children are immersed into the subject using a variety of practical and cross-curricular learning opportunities. This is taught weekly each half term.  Using a ‘big question’ to start the topic develops children’s interests, investigative and enquiry skills. When planning lessons teachers ensure that geographical skills are include and developed upon as well as knowledge-based learning.  We use our Outdoor Learning sessions to support and complement our Geography lessons where appropriate. Children are taught new or prior taught knowledge to build upon their understanding.  We build on a child’s vocabulary by teaching the children subject specific vocabulary at the beginning of each unit. Teacher’s will continually model the use of these Tier 3 words throughout the unit, which the children will become more secure in as they develop their understanding of the topic they are learning about.  Aspects of Geography are implemented and developed within our curriculum, where children revisit and expand their skills of collecting, analysing and interpreting data to communicate their findings and understanding of their environment. As well as it’s topic elements, independent elements of geography relating to locality are touched upon throughout the year. Due to our school’s location, learners can investigate and explore a wide range of concepts first hand within the diverse environments of the school and their local area through outdoor learning opportunities such as Forest School, trips to Dawlish Warren, Exmouth and Exeter Quay. Paignton Zoo and Torquay Museum.  We have a School Eco Council and children are encouraged to care for and respect their planet and develop their understanding of sustainability and the impact they have. |
| |  | | --- | | **Progression of Key Skills** | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** | | | **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.** | | | **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.**  **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).** | | | | | | Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? | Can I name and locate the world’s seven continents and five oceans? | | Can I locate and name the countries making up the British Isles, with their capital cities?  Can I suggest reasons for the location of towns and settlements in a particular place? *For example, next to a river, on a hill top.*  Can I locate and name the main counties and cities in/around the South West?  Can I compare two different regions in the United Kingdom (York and North Yorkshire) and discuss the geographical difference to Plymouth?  Can I locate and name the main counties and cities in England?  Can I compare land-use maps of the United Kingdom from the past with the present, focusing on land use and tourism impact? | Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?  Can I name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time?  Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?  Can I locate the main countries in Europe, North and South America and name principle cities? | Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?  On a world map, Can I locate the main countries in Africa, Asia and Australasia/Oceania and identify their main environmental regions, key physical and human characteristics, and major cities?  Can I map how land use has changed over time? | Can I identify the longest rivers in the world, largest deserts, and highest mountains and compare these with the United Kingdom?  Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles?  On a world map, Can I locate areas of similar environmental regions, either desert, rainforest or temperature regions?  Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn?  Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones? | | | **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.** | | | **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 in North or South America.** | | | | | | Can I talk about and describe people and places where I live?  Can I talk about similarities and differences between places? *For example, the school playground and the town park.*  Can I talk about the different ways to travel, on foot, by car, train, bus?  Can I understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom? | | Can I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country concentrating on islands and sea sides using Barnaby Bear (or similar)? | Can I compare a region in the United Kingdom with a region in Europe? | Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom?  Can I compare a region in the United Kingdom with a region in North America with significant differences and similarities and understand some of the reasons for the similarities and differences?  Can I compare a region in the United Kingdom with a region in North or South America with significant differences and similarities? |  | Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America? | | | **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 | | | **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 | | | | | | Can I identify seasonal and daily weather patterns in the United Kingdom?  Can I use the basic geographical vocabulary to refer to:  **Key Physical Features** including; forest, hill, mountain, soil, valley, vegetation?  **Key Human Features** including; city, town, village, factory, farm, house, office? | Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?  Can I use the basic geographical vocabulary to refer to/and sort:  **Key Physical Features** including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather?  **Key Human Features** including; city, town, village, factory, farm, house, office, port, harbour, shop? | | Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?  Can I describe and understand key aspects of human geography, including: types of settlements in Viking, Saxon Britain? | Can I describe and understand key aspects of physical geography, including: rivers and the water cycle?  Can I describe and understand key aspects of human geography, including: trade between the United Kingdom and Europe and the rest of the world? | Can I describe and understand key aspects of physical geography, including: volcanoes and earthquakes, focussing on plate tectonics and the ring of fire?  Can I identify and describe in detail the impact of change on the lives of people after a natural disaster?  Can I describe and understand key aspects of physical geography, including: coasts, rivers, and the water cycle including transpiration; climate zones, biomes and vegetation belts? *For example, the Plym and Tamar.*  Can I consider the impact of a river on people and the landscape?  Can I discuss the issues relating to water supply and the impact on people?  Can I begin to describe and understand key aspects of physical geography, including: volcanoes and earthquakes?  Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water? | | Can I discuss the distribution of natural resources, focussing on energy? i.e. power station visit  Can I discuss the fair/unfair distribution of resource (Fairtrade), economic activity and trade?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)? | | **Geographical Skills and Field Work** | **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.** | | | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the 8 points of a compass, 4- and 6-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.** | | | | | | Can I understand that maps give information about the world *(Where? What?)?*  Can I use world maps, atlases and globes to identify the United Kingdom and its countries?  Can I use locational and directional language (*for example, near and far; left and right)*, to describe the location of features and routes on a map?  Can I talk about and describe where I live from photographs and leaflets etc?  Can I label photographs and pictures of the local environment? *For example the church, shops etc?*  Can I use photographs to recognise landmarks and basic human and physical features and use these to devise a simple picture map? | Can I use world maps, atlases and globes to identify the continents and oceans studied at this key stage?  Can I use simple compass directions (North, South, East and West), to describe the location of features and routes on a map?  Can I look down on objects and make a plan?  Can I find information on an aerial photograph?  Can I use aerial photographs and plan persepectives to recognise landmarks and basic human and physical features and use these to devise a simple map?  Can I realise why maps need a key and contruct basic symbols in a key?  Can I use simple fieldwork and observational skills to study the key human and physical features of my schools surrounding environment? | | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I recognise that there are eight points of a compass?  Can I use two-figure grid references?  Can I show some understanding of basic symbols and the key (including the use of a simplified Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?  Can I use fieldwork to observe and record the human and physical features in the local area? *For example, surveys, drawings and photographs.* | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I give direction instructions up to eight cardinal points?  Can I follow a route using two-figure grid references but know that four-figure grid references can help you find a place more accurately than two?  Can I use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies?  Can I make a simple scale plan of an area with whole numbers? | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I use the eight points of a compass to give and receive direction?  Can I map a route using four-figure grid references but know that six-figure grid references can help you find a place more accurately than four?  Can I use basic symbols and the key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?  Can I use fieldwork to observe, measure and record the human and physical features in the local area? *For example, questionnaires and colour coded keys.*  Can I measure straight-line distances on large-scale maps using a scale bar and draw scaled maps? | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I locate a city in the UK using six-figure grid references, with some emphasis placed on latitude and longitude?  Can I extend my map skills to include non-United Kingdom countries?  Can I use fieldwork to observe, measure, record and present the human and physical features in the local area? *For example, data logging.* | | | |
| **The National Curriculum** |
| **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.  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  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   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.  **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.  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  • 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 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. |
| **Rolling Programme** |
| **EYFS**   |  |  |  |  | | --- | --- | --- | --- | | **Year A** | **Autumn** – Our Local Area | **Spring** – Sensational Safari | **Summer** – What a Wonderful World | | **Development Matters** | - Draw information from a simple map. (UW) | - Draw information from a simple map. (UW)  - Recognise some similarities and differences between life in this country and life in other countries. (UW) | - Draw information from a simple map. (UW) | | **Early Learning Goals** | - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW) | - 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. (UW)  - 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. (UW) | - 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. (UW)  - 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. (UW) |  |  |  |  |  | | --- | --- | --- | --- | | **Year B** | **Autumn** – Our Country | **Spring** – Let’s Go to China | **Summer** – Beside the Seaside | | **Development Matters** | - Draw information from a simple map. (UW) | - Draw information from a simple map. (UW)  - Recognise some similarities and differences between life in this country and life in other countries. (UW) |  | | **Early Learning Goals** | - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW) | - 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. (UW)  - 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. (UW) | - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW)  - 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. (UW) |   KS1  Year A   |  |  |  |  | | --- | --- | --- | --- | | **Year A** | **Autumn –** | **Spring –** | **Summer –** | |  | **Our Local Area** | **Sensational Safari** | **What a Wonderful World** | | **Substantive Concepts** |  |  |  | | **Key Vocabulary** | **Human and Physical Geography**   * City, town, village, factory, farm, house, office, port, harbour and shop.   **Geographical Skills and Fieldwork**   * Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. | **Place Knowledge**   * South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.   **Human and Physical Geography**   * Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.   **Geographical Skills and Fieldwork**   * Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. | **Locational Knowledge**   * 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.   **Geographical Skills and Fieldwork**   * Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. | | **Substantive Knowledge** |  |  |  | | **Disciplinary Concepts** | **Human and Physical Geography**   * 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.   **Geographical Skills and Fieldwork**   * 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. | **Locational Knowledge**   * Name and locate the world’s seven continents and five oceans.   **Place Knowledge**   * Compare the UK with a contrasting country in the world. * Compare a local city/town in the UK with a contrasting city/town in a different country.   **Human and Physical Geography**   * 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.   **Geographical Skills and Fieldwork**   * 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. | **Locational Knowledge**   * Name and locate the world’s seven continents and five oceans.   **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.   **Geographical Skills and Fieldwork**   * Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. * Devise a simple map; and use and construct basic symbols in a key. |  |  |  |  |  | | --- | --- | --- | --- | | **Year B** | **Autumn** | **Spring** | **Summer** | |  | **– Our Country** | **– Let’s Go to China** | **– Beside the Seaside** | | Substantive Concepts |  |  |  | | Key Vocabulary | **Locational Knowledge**   * 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.   **Place Knowledge**   * South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.   **Geographical Skills and Fieldwork**   * 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 chart, pictogram, world map, country, continent, human, physical. | **Place Knowledge**   * South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.   **Geographical Skills and Fieldwork**   * Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. | **Human and Physical Geography**   * Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. * Human features: city, town, village, factory, farm, house, office, port, harbour and shop. | | Substantive Knowledge |  |  |  | | **Disciplinary Concepts** | **Locational Knowledge**   * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   **Place Knowledge**   * Compare a local city/town in the UK with a contrasting city/town in a different country.   **Geographical Skills and Fieldwork**   * Devise a simple map; and use and construct basic symbols in a key. | **Place Knowledge**   * Compare the UK with a contrasting country in the world. * Compare a local city/town in the UK with a contrasting city/town in a different country.   **Geographical Skills and Fieldwork**   * Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. * Devise a simple map; and use and construct basic symbols in a key. | **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. |   **LKS2**   |  |  |  |  | | --- | --- | --- | --- | | **Year A** | **Autumn** | **Spring** | **Summer** | | **Unit Title** | **Land Use (added) & Extreme Earth Year 3** | **The U.K. Year 3** | **What’s it like in Bristol? Year 4** | | **Big Question** | What would Hennock be like if it was on the edge of a tectonic plate?  Would Hennock survive a natural disaster? | Is Devon the only county in the U.K. and is it the same as other places? |  | | **Key Vocabulary** | 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, filter, pollution, settlement, settler, site, need, shelter, food  sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates | 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 | 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  Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. | | **Substantive Knowledge** |  |  |  | | **Locational Knowledge** |  | * 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; | * 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; | | **Place Knowledge** |  |  | * understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; * explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; * understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; * explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; | | **Human and Physical Geography** | * physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; |  |  | | **Geographical Skills and Fieldwork** | * 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, urban, rural, population, coordinates | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; | * use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; |  |  |  |  |  | | --- | --- | --- | --- | | **Year B** | **Autumn** | **Spring** | **Summer** | | **Unit Title** | All around the world Year 4 | Land Use Year 3 | Rainforests Year 3 | | **Big Question** |  |  |  | | **Substantive Knowledge** |  |  |  | | **Key Vocabulary** | 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  sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates | sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates | 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  climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, | | **Locational Knowledge** | * locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; * can 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; |  | * locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; * can 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; | | **Place Knowledge** | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; |  | * understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; * understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; * explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural | | **Human and Physical Geography** |  |  | * physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; | | **Geographical Skills and Fieldwork** | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; | * 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; |   **UKS2**   |  |  |  |  | | --- | --- | --- | --- | | **Year A** | **Autumn** | **Spring** | **Summer** | | **Unit Title** | **Marvellous Maps** | **The Amazing Americas** | **Trade and Economics** | | **Big Question** |  |  |  | | **Substantive Concepts** | Compass points, symbols, grid references, the National Grid | The Americas, how can you compare different places?, climate groups, the new seven wonders of the world, natural wonders of the Americas | What does the UK trade?, trading with El Salvador, how does fair trade work?, how has trading changed through history?, the global economy | | **Key Vocabulary** | Atlas, compass, digital map, easting, grid references, National Grid, northing, Ordnance Survey maps, symbols. | Biomes, climate, continent, country, equator, flora/fauna, latitude, longitude, weather | Trade, import, export, goods, global, fair trade, globalisation, global supply chain, multinational, economy | | **Substantive Knowledge** | * Maps use symbols instead of words to label real-life features. * A key on the map tells you what the symbol means. * A map is criss-crossed with horizontal and vertical lines that create a grid. The grid and squares help to narrow a search area so you can locate features on a map. Usually, the lines are numbered with two digits. * Eastings are the numbers that run from west to east. Northings are the numbers that run from south to north. The easting and northing numbers are put together to create a four-digit grid reference, which refers to the bottom left corner of a square on the map. * Grid references can be even more specific by adding an extra digit to both the eating and northing numbers. These six-digit grid references tell us more precisely whereabouts in the square something is. * The National Grid is a grid reference system for the whole of Great Britain. It splits Great Britain into squares – each is 100km. The spaces can be identified by using two letters. * Easting and northing numbers can be used to split the squares into smaller sections making them easier to use. | * The Americas are two separate continents consisting of North America and South America. * North America contains 23 different countries. * The Americas cover a huge area of the globe, extending over several lines of latitude and longitude. * The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna. * The Koppen System is a climate classification system. It is split into five main groups which each consist of a range of climate types (temperate, continental, polar, tropical, dry). | * The UK trades a lot of goods and services. Some of the goods the UK exports are: scrap iron, whisky, tartan kilts, medicines, aircraft parts, cars, computers, oil and gas. Some of the goods the UK imports are: coffee beans, bananas, medicines, aircraft parts, cars, computers, oil and gas. * El Salvador is located between the equator and the Tropic of Cancer. The climate there is hot and humid with very heavy rainfall at times. There are some very mountainous areas. * There are some issues in El Salvador. The rocky, steep landscape can make growing crops tricky. Growing the same crops every year also means that disease can spread more easily and lead to a poor harvest. In the dry season, water can be very hard to get. Goods imported from El Salvador include coffee, cotton, sugar, shrimp, fruit and nuts. * There are many steps involved in selling goods but people involved are not always paid equally or fairly. Fair trade exists to make sure that people are not exploited. * Trade has changed a lot through history. This is partly due to developments in transportation but also due to the changing relationships of the UK with other countries. * Globalisation has meant that more and more goods travel around the world before being sold in a shop. * Many companies are now recognised worldwide. These are multinational companies and they can have both a positive and negative impact on society. | | **Disciplinary Concepts** | **Locational Knowledge**   * 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; * 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.   **Geographical Skills and Fieldwork**   * 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, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. | **Locational Knowledge**   * 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; * 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.   **Place Knowledge**   * understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; * understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; * use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.   **Human and Physical Geography**   * physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;   **Geographical Skills and Fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features; * use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. | **Locational Knowledge**   * 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; * 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.   **Place Knowledge**   * understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;   **Human and Physical Geography**   * 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; * 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.   **Geographical Skills and Fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features; * use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; |  |  |  |  |  | | --- | --- | --- | --- | | **Year B** | **Autumn –** | **Spring –** | **Summer –** | |  | **Exploring Eastern Europe** | **Magnificent Mountains** | **Enough for Everyone** | | **Substantive Concepts** | Europe, physical geography, human geography | Mountains, how are mountains made?, contour lines, risks and dangers of mountains, why do people visit mountains? | What do we need?, types of power station, renewable energy, conserving resources, where our food comes from, way of saving resources | | **Key Vocabulary** | Agriculture, arable, climate, continent, country, human geography, landscapes, physical geography, population, precipitation, weather | Altitude, avalanche, crust, gorges, hypothermia, lava, magma, summit, tectonic plate | Conserve, consume, fertile land, food miles, import, non-renewable energy, produced, renewable energy, solar energy, turbine | | **Substantive Knowledge** | * There are 51 countries in Europe and 742 million people living there which is 10% of the world’s population. * The continent is in the northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south. * Eastern Europe crosses from 70◦N - 40◦N. * The highest mountain is Mount Elbrus in Russia (5642m). * The longest river is the Volga river in Russia (3693km). * There are many different landscapes, climates, physical and human characteristics all within this area. | * Mountains are a natural part of the landscape with steep slopes. They rise above 300m. They have a summit of at least 600m. * Some mountains are found in groups called a mountain range but some mountains can be on their own. * Not all mountains are single summits. * Mount Everest is the highest mountain in the world – 8848m. * Fold mountains are formed when tectonic plates collide and rock is pushed up. * Fault-block mountains are formed when cracks in the earth’s surface open up, some chunks of rock are pushed up, some down. * Volcanic mountains are formed around volcanoes and made of layers of ash and cooled lava. * Dome mountains are formed when magma is forced upwards but doesn’t ever flow out of the crust. * Plateau mountains are formed when materials taken away through erosion leave deep valleys or gorges next to high cliffs. * Contour lines on a map join land that is at the same height. They are usually marked in 5m or 10m intervals. The closer the lines are together, the steeper the slope will be. * People visit mountains for: the view, keeping fit, the challenge, skiing, climbing, photography. * Risks and dangers: low temperature = hypothermia, bad weather = power cuts/road accidents, avalanches/landslides, altitude sickness, wild animals, poor access. | * When people are looking to find a new home or new places are being built for people to lives, there are many different needs to consider: basic needs, additional needs. * For the very first settlers, finding the right place to settle was essential for survival, their four main areas of need were: site, aspect, resources, links. * Electricity is made in power stations, transferred via pylons, through wires and into our homes. * Renewable energy is made from resources which nature can replace, it is more environmentally friendly as it does not pollute the air or water. * It is important to conserve food, water and energy supplies because it is good for the planet and for future generations. * Increased population is causing global warming. As our planet heats up, extreme weather, floods and droughts are more likely to occur. These in turn affect farming, food production and access to drinking water. These events can have a knock on effect around the whole world. * Our food comes from all over the world. How far our food has travelled is called food miles. The further our food travels from where it is produced, the more CO2 is likely to be released, contributing to climate change. However, there are many benefits of importing food. | | **Disciplinary Concepts** | **Locational Knowledge**   * 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;   **Place Knowledge**   * understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; * understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; * use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.   **Human and Physical Geography**   * 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; * 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.   **Geographical Skills and Fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features; | **Locational Knowledge**   * name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; * 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.   **Human and Physical Geography**   * 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, and the distribution of natural resources including energy, food, minerals and water;   **Geographical Skills and Fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features; * use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. | **Locational Knowledge**   * name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;   **Human and Physical Geography**   * 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; * 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.   **Geographical Skills and Fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features; | |
| **In order to assess impact - a guide** |
| Units  begin with an elicitation task in the form of a ‘Big Question’ that encourages the use of subject specific vocabulary this will also be used to assess progress at the end of the topic by the children repeating this task.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books, dialogue, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  The progress of children with SEND who find writing and communication a barrier to completing a written assessment could be assessed using a prior knowledge video or an adult scribing, this being repeated at the end of the unit where they have an opportunity to express and explain their knowledge and understanding. From this, the teacher is able to make a judgement of progress achieved from the beginning to the end of the unit.  There is an expectation that Geography feedback will be provided verbally and the objective will be highlighted to show students have achieved the objective.  We measure the impact of geography through the following methods:   * Using ICT, to gather images and videos of the children’s learning * Marking written work * Moderation of children’s learning in staff meetings, allowing opportunities for dialogue between staff members * Annual reporting to parents on their child’s progress * Learning Walks * Moderation of children’s learning across our Academy * Interviewing the children about their learning (Pupil Voice) * Lesson observations * Book scrutiny * Ensuring knowledge and progression of skills is being taught |