

School Overview

Geography Progression Skills (Procedural Knowledge)

Multi-structural; relational; extended abstract See procedural Knowledge Grid

	Disciplinary Knowledge (propositional knowledge - categories of knowledge)	Curriculum Content - substantive knowledge	Substantive Concepts (Developing subject knowledge)	Project concepts	Enquiry Question	Summative Assessment	Enhancement
Year One	Space (G1) Place (G2) Cultural Understanding and Diversity (G3) Sustainability (G5) Change (G7)	locate uk countries and capital cities, human and physical features of the UK (Angmering), Key vocab for human and physical features, use of maps, globes and atlases, simple compass directions, aerial photos, devise a simple map using basic symbols, simple fieldwork to study their school and its surrounding environment.	Settlement, food supply, sea, landscape, biodiversity, resources, local, village, settlement, transport, population, coast, continent, land, river	community, belonging, identity, diversity	'What does it mean to belong?'	Children to create/design their own settlement using a variety materials. Children write their own book for another child about the world we live in, based on Oliver Jeffers: Here we Are. This includes knowledge they have learnt over the term.	Trip to the beach Trip to the village to look at human and physical features
Year Two	Space (G1) Place (G2) Cultural Understanding and Diversity	Size and scale of South America. deforestation/climate change. Human and physical features Population Hemispheres	continent, ocean, deforestation, population, climate, country, city, capital, human features,	Sacrifice Stewardship Influence Consequence	If the world could speak what would it say?	Analyse source of deforestation. Stem sentence: "Human choices	Step Forward visit Homegrown Hub

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	(G3) Sustainability (G5) Change (G7)		physical features, landmarks, town, village, rainforest, coastline			have consequences"	Grub picnic!
Year Three	Space (G1) Place (G2) Cultural Understanding (G3) Interdependence (G4) Sustainability (G5) Change (7)	Volcanoes and Earthquakes Looking at key physical characteristics of the environment Looking at human characteristics of environment (how countries have adapted) Change in land patterns Types of settlement Distribution of resources Use of maps, atlases, globes	Continents Land Environment Tourism Economy Climate Climate Change	Value Adversity Consequences Fear	How would you deal with a disaster?	Image of Pompeii/ Vesuvius - Children identify that it is an active volcano - Children can explain how the volcano formed - Children can explain what makes it erupt - Children know that volcanoes can destroy large areas - Children can give positive and negative examples of the impact a volcanic eruption can have	Day of creating buildings/towns and seeing if they can withstand an 'earthquake' Potential virtual workshop https://www.nhm.ac.uk/schools/virtual-workshops/schools-virtual-volcanoes-and-earthquakes-workshop.html
Year Four	Space (G1) Place (G2) Sustainability	Physical features of a river. Environmental	Water, river, sea, lake, weather, biome, continent, topographic,	Change Consequence Sustainability	How can small actions eventually	Image of a local river - Children to identify physical	Potential Speaker (Southern Water)

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	(G5) Change (G7)	issues (Flooding, deforestation, erosion and pollution) surrounding rivers. Locational knowledge.	land, landscape, erosion, weather, urban, climate, climate change, pollution, biodiversity, habitat	Responsibility	change the world?	features of a river - Explain the uses of the river - Identify any environmental issues with the river.	

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<p>Year Five</p>	<p>Space (G1) Place (G2) Cultural understanding and diversity (G3) Interdependence (G4) Sustainability (G5) Scale (G6) Change (G7)</p>	<p><u>Locational Knowledge</u> Uk, North and South America</p> <p>Human, topographical and physical geographical features</p> <p>Latitude and longitude et al</p> <p>Time zones</p> <p><u>Place knowledge</u> Similarities and differences between regions in Uk and Americas</p> <p><u>Human and physical geography</u> Climate zones, biomes, rivers</p> <p>Types of settlements, land use, trade links, resources</p> <p><u>Geographical Skills and Fieldwork</u> Using maps et al</p> <p>Grid references, map keys, Ordnance Survey Sketch maps, graphs et al</p>	<p>City Settlement Urban Rural Trade Development Position/Location</p>	<p>Change Power Sustainability Community</p>	<p>Where did it all begin?</p>	<p>Creative assessment involving placing a city on a map and justifying its position with reference to other world cities and reasoning with infrastructure, trade links et al</p>	<p>Various ideas - Treasure Hunt (school) Mapping (local) Visitor - conservation</p> <p>Trip to Brighton!</p>
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Year Six	<ul style="list-style-type: none"> * Space (G1) * Place (G2) * Cultural understanding and diversity (G3) * Scale (G6) * Change (G7) 	<p>UK: counties, cities, geographical regions, land use</p> <p>Europe</p> <p>Maps (including OS, symbols and keys), atlases, globes, digital computer mapping, 8-point compass directions, 4- and 6-figure grid references</p> <p>Latitude, Longitude, Equator Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Prime/Greenwich Meridian and Time Zones</p>	<p>urban, rural, coast settlement, continent, country, landscape, population, hill, land, navigate, local, topography, village, town, city, agriculture, trade, economy, transport, border,</p>	<p>beauty, community, diversity, consequence, protest, change, infrastructure, settlement</p>	<p>Can you ever be truly 'lost' if you are always somewhere?</p>	<p>Assessment opportunities throughout</p> <p>Explore sessions will enable to create a treasure hunt around the school. Children will create OS map using all the skills they have been taught. They will use compass points, mapreading skills,</p>	<p>Using the school grounds and the interior of the school to enhance learning.</p>