Geography at Oxenhope C of E Primary School

School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16

Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2

Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18

Geography at Oxenhope

Intent:

At Oxenhope, we nurture a curiosity about the world and the people who live there. We have carefully selected and sequenced a geography curriculum that provides our learners with every chance and opportunity to gain a coherent knowledge about diverse places, people and resources including natural and human environments.

Implementation:

We have created a curriculum within KS1 and KS2, which follows an enquiry-based approach, and is fully aligned with the National Curriculum.

Each topic is based on an overarching question providing a focus for each session. Each topic begins with a hook to engage learners and spark their interests.

We develop learners' independence and encourage them to use their creativity when organising their learning. Our learners take great pride in their work and enjoy the freedom that they are given to follow their own interests.

- In Reception, Geography focuses on our local area and the comparisons to other countries. Learning focuses on different environments, people and climates. Learners are engaged through awe and wonder.
- In KS1, learners develop knowledge about the world, the United Kingdom and their locality. Learners understand basic subject specific vocabulary relating to human and physical geography and are introduced to geographical skills, including first-hand observation, to enhance their locational awareness.
- In KS2, learners extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Learners develop an understanding of the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

All learners take part in all aspects of our curriculum; our Geography curriculum aims to make a difference in each learner's life by providing knowledge and experiences will teach them that there is a world outside their local community. Where required, lessons and resources are adapted to ensure that all learners are included and can access the whole Geography curriculum.

Our Geography curriculum is enhanced with extra opportunities through schools' visits and visitors in school, some of these act as a 'hook' at the start of a topic. Examples of these are a visit to a seaside resort, local river studies and visits from experts, family members and school staff.

Our assessment of Geography is robust, as we use the progression statements below to support both planning and assessment within each year group. These statements carefully weave together the knowledge, skills and understanding which we believe our learners require to become successful geographers of the future.

At the beginning of each topic, a Knowledge Organiser is shared with pupils which clearly states relevant prior learning, key knowledge, skills and understanding for the topic, the 'end point' of the learning journey and key vocabulary. Children will complete an 'end of unit task', to assess knowledge and skills relevant to the unit studied

Impact:

Learners will:

- know more, remember more, and understand more about geography
- gain the knowledge, skills and understanding which are necessary to become successful geographers of the future
- understand the geography of their local area
- understand their wider world and the implications that we as citizens have on it
- Most learners will achieve or exceed age related expectations in Geography

Geography at Oxenhope

Love, Community, Growth

Year	Topic	NC Content	Key Learning See Geography skills progression document	Skills From Checkpoint document (Reception)
Reception	1a To learn about the features in and around **my home** Community	Name different parts of the local community with support (home, house, school, Church, shop, park) Describe what places are like Draw a simple map or plan linked to story Understand and use some positional language Explore and make observations of different parts of the school grounds Show an interest in aerial photos of the local area Name and describe the seasons - Autumn Use simple geographical words to describe physical features seen in books and on pictures e.g. beach, wood, sea	WHERE ARE OUR HOMES? Look at a map of Oxenhope. Create maps of bedroom, playground, nature area. Describe key features and use positional language. Signs of autumn	Listening, Attention and Understanding Shows an interest in topic. Asks questions to find out more. - ongoing Speaking Shares their ideas in a small group. Talks extensively about something they are interested in - ongoing UW - People, Culture and communities Explores and explains simple maps. Talks about how other children do not always enjoy the same things, and is sensitive to this.

Reception	1b To understand why we **celebrate** special events at home and in other countries Community Love	Know that there are other countries and places in the world through the themes/festivals we learn about (Bethlehem, Arctic/Antarctic, China etc) Name and describe the seasons - Winter Use simple geographical words to describe physical features seen in books and on pictures e.g. beach, wood, sea Begin to understand the use of globes and maps	Locate London Learn about Diwali and Locate India. Compare with Oxenhope. Own experiences - Where in the world have you been? Introduce the term globe and locate places. Compare how they celebrate Christmas in those countries. Plot the journey of Mary and Joseph from Nazareth to Bethlehem	UW – People, Culture and Communities Describes similarities and differences between themselves and others, and among families, communities, cultures and traditions. Recognises that people have different beliefs and celebrate special times in different ways. Explains and enjoys joining in with family customs and routines. Describes similarities and differences between themselves and others, and among families, communities, cultures and traditions.
Reception	2a To understand there is a **big wide world** and learn about some of the features of it Community	Name different parts of the local community (home, house, school, Church, shop, park) Understand that some places are special to members of their community Recognise some environments that are different from the one in which they live Use simple words to describe some human features in the local area e.g. farm, house, shop Explore and make observations of different parts of the local area e.g. church, local shop Understand the use of globes and maps Draw a simple map	The ice is melting in the south pole. Why? Look at photographs and discuss the features of it. Look for signs of winter in the Nature area To learn about the north and south poles and to know that the bottom of the world and the Arctic is at the top. Where is England? On a world map – Plot Eddie's Journey from Antarticia to the Arctic/to England/America/South America and Australia. Are all the countries joined? Show the seas and oceans. Look at the geographical features. Use the internet to investigate the similarities and differences between the Arctic/Antarctic and where we live.	UW – The Natural World Explains how some environments are different to the one in which they live. UW – People, Cultures and communities Draws information from a simple map. Names, understands and explains that some places are special to members of their community. Recognises some similarities and differences between life in this country and life in other countries.

Reception	2b To understand what our **bodies can do and what grows** in our locality Growth	Recognise some environments that are different from the one in which they live Recognise some similarities and differences between this country and in other countries Name and describe the seasons - Spring and Summer Use simple words to describe some human features in the local area e.g. farm, house, shop Explore and make observations of different parts of the local area e.g. church, local shop	Walk around the local area to observe what is growing. Using umbrellas go on a rain walk. Use their senses to describe what can they see/hear/feel/smell? Outdoor learning. Spring. Observe the changes in the nature area. Compare the winter photographs of the same area. How has it changed? Water Look at children in Africa where water is scarce. Compare our community with theirs.	**UW – The Natural World** Explores and comments on the natural world around them, Describes what they see, hear and feel whilst outside. Understands the effect of changing seasons on the natural world around them.
Reception	3a To explore **Dragons and Dinosaurs** and the environment in which they lived Growth	Know the name of their street where they live Begin to identify some similarities and differences between where we live and places where our stories / learning take place e.g. environment / homes / weather Recognise some environments that are different from the one in which they live Begin to understand the use of globes and maps	Discuss the geographical features of 'Jurassic world'. Volcanoes, plants, trees. How is it different to where we live? Link with Computing – create a road map for the programmable toys. Put key features on the map and discuss what environment means eg. Church/School/ Compare where we live to that of Fairy Story characters, Small world –Fantasy characters Story – What the Ladybird heard. Look at the map of the farmyard. Using positional and directional language recreate the farm yard. Trip to the farm	**UW – People, culture and Communities** Describes the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Identifies similarities and differences between different religious and cultural communities in this country. **UW – The Natural World** Explores the natural world around them. Makes observations and draws pictures of animals and plants.
Reception	3b To investigate **life under Sea**	Begin to identify some similarities and differences between where we live and places where our stories / learning take place e.g. environment / homes / weather	Using a globe, locate and name the seas. – which country shall we go to and find out about – plot a pirates map	**UW – People, Culture and the Community**

	Growth	Recognise some environments that are different from the one in which they live Recognise some similarities and differences between this country and in other countries Begin to understand the use of globes and maps Show an interest in aerial photos of the local area	Summer. Observe the changes in the nature area. Compare the winter photographs of the same area. How has it changed? Seasons – Compare our outdoor learning nature area photographs from Autumn, Winter, Spring and Summer. Which is your favourite season? Why? Compare the layout / map of our new year 1 classroom to that of reception. What is the same/different? Lifeguards - RNLI	Explains 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. Draws on experiences and what has been read in class. **UW – The Natural World** Knows similarities and differences between the natural world around them with contrasting environments, draws on experiences and what has been read in class. Explains important processes and changes in the natural world around them, including the seasons and changing states of matter.

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.

Year	Term	Topic	NC Content	Key Learning	Skills
Year 1	Term 1b Community *How could you bring about change in your community?*	To understand that our school and Oxenhope are communities	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 environments. 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 aerial photographs and plan perspectives to recognise landmarks and	To consider what local community means – both in Oxenhope and school. Talk about different features and introduce the terms – human features and physical features and talk about environment To think about what our locality might look like from above. To introduce the children to atlases.	GEOGRAPHICAL SKILLS AND FIELDWORK • Picture maps and globes • use world maps, atlases and globes • Follow directions (Up, down, left/right, forwards/backwards) • devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study

			basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 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		the geography of the surrounding area, including key human and physical features, using a range of methods; • Draw picture maps of imaginary places and from stories. • ·Use own symbols on imaginary map.
	Term 2b Love *Would you rather be the town mouse or the country mouse and why?*	To compare a rural and urban area through the Town mouse and the country mouse	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	Compare Bradford and Oxenhope – To look in more depth at human and physical features and apply it – thinking about their local cities of Leeds and Bradford – Introduce the terms – hamlet, village, town, city and what makes a city a city	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; • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
	Term 3b Growth *Why is our country a place of wonder?*	To understand where we live and the countries that make up the United Kingdom	name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas -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	To name and locate England, Northern Ireland, Ireland, Scotland and Wales. To think about what is the same and what is different and compare the countries. To name and locate the seas – Irish Sea, Atlantic Ocean and the North Sea. To name the capital cities of the UK.	LOCATIONAL KNOWLEDGE -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; -use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica
Year	Term	Topic	NC Content	Key Learning	Skills

Year 2	Term 1 Community *Would you rather go to the Arctic or the Kalahari for your holiday? Why*	To compare the environments of the Arctic and Kalahari	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	To locate the equator and identify the hot and cold areas of the world. Introduce the word Climate. To identify human and physical features of both the Kalahari and the Arctic and also compare seasons and weather patterns of Oxenhope, the Arctic and the Kalahari. To write the advantages and disadvantages to living in each area	HUMAN AND PHYSICAL FEATURES 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;
	Term 2 Love *Can you walk around the whole world?*	To imagine and learn about the journeys of 'pirates' around the world	name and locate the world's 7 continents and 5 oceans. 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 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	To name and locate the 7 continents and the oceans of the world. To learn about the circumnavigation around the globe by Francis Drake and how he was referred to as 'my pirate' by Queen Elizabeth I. To plot their own journey and say why they'd go to those countries – what they would pick up if they were pirates? Why would you pick up different things from different countries? To identify different landmarks of the UK and recap the capital cities from Year 1 – talk about the difference between Britain and the UK – which countries are included – not Ireland.	LOCATIONAL KNOWLEDGE name and locate the world's seven continents and five oceans; GEOGRAPHICAL SKILLS AND FIELDWORK · Find land/sea on globe. · Use teacher drawn base maps. · Use large scale OS maps. · Use an infant atlas .use simple compass directions and locational and directional to describe the location of features and routes on a map; · Follow directions (as yr 1 and inc'. NSEW) .identify the countries, continents and oceans studied at this key stage; .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. · Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) · Begin to understand the need for a key. · Use class agreed symbols to make a simple key.

	Term 3 Growth *Does Oxenhope school share more similarities or differences with schools in Bali?*	To compare different places around the world looking at their suitability	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 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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	Compare Blackpool and Bali by looking at the human and physical features and also the daily weather patterns. Compare Blackpool and Oxenhope – human and physical features and weather patterns Then decide which is more like Blackpool – Oxenhope or Bali? Why/how did they come to this conclusion? To decide where a suitable place to build a lighthouse would be by looking at the geographical features. Why? Plot a map for Mrs Jones so she can go and visit Blackpool Sealife centre too – Journey from the car park to the Sealife centre and the beach using 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; -use key vocabulary to demonstrate knowledge and understanding in this strand: 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 Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) · Begin to understand the need for a key. · Use class agreed symbols to make a simple key.

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.

Year	Term	Topic	NC Content	Key Learning	Skills
Year 3	Term 1 Community *How does the nature area compare to the amazon rain forest? What is similar? What is different?*	To consider in what ways Brazil is like Oxenhope	-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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To locate South America on a globe and then locate Brazil. Look at physical and human features of Brazil and discuss how there is such a range of features and why certain features are there in relation to it's nearness of the equator. Introduce the term biodiversity. To locate some landmarks of Brazil. To look at which countries surround Brazil on a world map Collect data by comparing temperature of Brazil and Oxenhope and discuss	PLACE KNOWLEDGE • explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; • use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, nature area, Yorkshire, physical features, human

				how the seasons might be at a different time and why. Look at Google Earth and compare the differences of England / Brazil from space. Compare and contrast Brazil and Oxenhope	features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural GEOGRAPHICAL ENQUIRY • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
	Term 2 Growth *Why do some mountains explode and some don't?*	To explore mountain ranges and volcanos in different parts of the world	-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. -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To use OS maps and ariel photos Introduce the word topological and discuss topological human and physical features and look at contouring. To find out where the most famous volcanoes are and the countries they are in. To find out about volcanoes under the sea. To locate and name the key mountain ranges in the world and plot the on a world map. To find out the difference between a mountain and a volcano. To consider land use patterns and how they have changed over time.	**HUMAN AND PHYSICAL GEOGRAPHY** .physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; .human geography, including: types of settlement and land use; .use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

	Term 3 Love *What makes something beautiful? What is the most beautiful thing in Italy?*	To learn about Italy and the features of the country	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	To locate Rome on a world map – to create a tourist information leaflet describing the different landmarks, climate, currency. To create a tourist site map, with a key. To follow a map whilst orienteering and use this to inform your map making skills. To look at how the Romans changed the infrastructure of our country and what human features they have left behind.	GEOGRAPHICAL SKILLS AND FIELDWORK · Use large scale OS maps. · Begin to use map sites on internet. · Begin to use junior atlases. · Begin to identify features on aerial/oblique photographs. · Use 4 compass points to follow/give directions: · Use letter/no. co-ordinates to locate features on a map. .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. · Try to make a map of a short route experienced, with features in correct order; · Try to make a simple scale drawing. · Know why a key is needed. · Use standard symbols
Year	Term	Topic	NC Content	Key Learning	Skills
Year 4	Term 1 Community	To understand how water gets to the sea and	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To look at the physical geography of the coast and to describe the features. To introduce the term erosion and consider how the shape of the	**HUMAN AND PHYSICAL GEOGRAPHY** **describe and understand key aspects of:**

	Why is the sea salty?	what the water does?	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and **the Water Cycle**	country might have changed over time. Look at the East coast where whole communities have had to move back eg caravan parks, due to erosion. Talk about why this could be - introduce the water cycle and how the water travels to the sea down the mountain and how it builds up from stream to river to estuary to the sea. Discuss how gorges and valleys are formed over time by rivers on their way to the sea.	.physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; .human geography, including: types of settlement and land use; .use key vocabulary to demonstrate knowledge and understanding in this strand: , tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.
	Term 2 Love *Is all trade fair?*	To understand where the Vikings came from and how they changed the geography of England	human geography, including: types of settlement and land use (Vikings)	To plot the journey of the Vikings to the UK – learn about the countries the Vikings came from. As they were traders, look at their trade links. Learn about their settlements and some of the Viking towns names / infrastructure and their land use.	GEOGRAPHICAL SKILLS AND FIELDWORK · Use large and medium scale OS maps. · Use junior atlases. · Use map sites on internet. · Identify features on aerial/oblique photographs. · Use 4 compass points well: · Begin to use 8 compass points; · Use letter/no. co-ordinates to locate features on a map confidently. · Make a map of a short route experienced, with features in correct order; · Make a simple scale drawing. · Know why a key is needed. · Begin to recognise symbols on an OS map.
	Term 3 Growth *How do I get across America?*	To understand the key features that make up North America.	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	To learn about North America and the countries that make up North America. Look at the different Geographical features and environmental regions such as deserts, mountains, coasts, forests, cities and what you might see there – physical and human features and characteristics.	LOCATIONAL KNOWLEDGE -locate the world's countries, using maps to focus on North America, concentrating on environmental regions and key physical and human characteristics; -, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; -identify the position and significance of latitude, longitude, Equator, Northern

				Locate the capital cities of Canada and the USA. Apart from Canada, what else borders USA? Plot a journey across the USA stopping at different environmental regions – use 8 point compass	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime /Greenwich Meridian and time zones; -use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude ,longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. GEOGRAPHICAL ENQUIRY · Ask and respond to questions and offer their own ideas. · Extend to satellite images, aerial photographs · Investigate places and themes at more than one scale · Collect and record evidence with some aid · Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
Year	Term	Topic	NC Content	Key Learning	Skills
Year 5	Term 1 growth	To understand the change and growth of Oxenhope	-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. 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	To learn how the physical and human features of Oxenhope have changed over time. Look at photographs and drone pictures Look at the local stream. Where does it start and end up? Collect data and evidence of the human population and how and why it has grown over the last 50 years. Create a graph to show the rise in population over the years. Invite Farmer Goulding (local farmer and on the Parish council) in to talk about how the farming has changed – used to grow lots of oats, but now just grasses.	GEOGRAPHICAL SKILLS AND FIELDWORK · · Use index and contents page within atlases. · Use medium scale land ranger OS maps. 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 -use fieldwork to observe, measure, record and present human features using a

				Talk about plans for the future and new housing etc. Look at green belt land round Oxenhope – how can we protect that land? Use 8 point compass to show where Oxenhope is in relation to other towns / cities. E.g. ___ is south west of Oxenhope	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. · Compare maps with aerial photographs. · Select a map for a specific purpose. (OS map to find local village.) · Begin to use atlases to find out about other features of places.) · Draw a sketch map using symbols and a key; · Use/recognise OS map symbols. · Begin to draw a variety of thematic maps based on their own data.
	Term 2 love	To identify similarities and differences between the countries of the British Empire in Victorian times	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	To identify the countries of the British empire and the growth / decrease of the empire / commonwealth at different times. Look at some key physical and human characteristics. Introduce coordinates and use them to identify countries on a world map. Are there any similarities within the countries? Can they make graphs with the data – eg – English speaking countries etc – Measure the distance between the countries on a world map with a straight lines	: **HUMAN AND PHYSICAL GEOGRAPHY** **describe and understand key aspects of:** -physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; -human geography, including: types of settlement and land use, economic activity including trade links, 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 ENQUIREY · Begin to suggest questions for investigating · Begin to use primary and secondary sources of evidence in their investigations. · Investigate places with more emphasis on the larger scale; contrasting and distant places · Collect and record evidence unaided · Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life
	Term 3 Is living in Africa so different from living in Oxenhope? Community	To discover how people live in Africa	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)	Introduce the terms longitude, latitude, hemisphere and tropics (cancer/Capricorn) Explain their function and plot them on a world map. To introduce the idea of time zones – with Greenwich at the centre. Identify the hottest, wettest, most populated etc. parts of Africa To locate some of the countries in Africa (how many are there?) and group them according to different criteria – time zones, currency, language, size population – To look at historical maps – how have the countries /continent changed?	LOCATIONAL KNOWLEDGE -use maps to locate the world's countries with a focus on Africa, 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: And GEOGRAPHICAL ENQUIRY
Year	Term	Topic	NC Content	Key Learning	Skills
Year 6	Term 1 Growth	To identify biomes and vegetation belts around the world	physical geography, including: climate zones, biomes and vegetation belts, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic	Identify features using an OS map and using 6 figure grid references. To plot similar geographical features – the world's deserts, plains, rainforests. Introduce the terms vegetation belts and biomes. Identify different vegetation / animals that live in the different	**HUMAN AND PHYSICAL GEOGRAPHY** **describe and understand key aspects of:** -physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;

			and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	biomes and belts. Discuss why they might be similar ie distance from the equator etc	-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. 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; GEOGRAPHICAL SKILLS AND FIELDWORK - THROUGHOUT
	Term 2 community	To identify the different ways in which water behaves	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 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	To look in detail at the arctic and arctic circle and how, according to the time of the year, shrinks and expands in size. Discuss how more fresh water rather than salt water is altering the biodiversity. Following on from water cycle (yr 4) Look at features of rivers and how they behave – Look at local flooding in recent years, how some areas are ruined by flooding and some areas encourage it, by the Nile etc – Notice any patterns in weather / temperature which might contribute to flooding	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; 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

			country, and a region within North or South America	Learn about oxbow lakes. Compare the river Aire in Keighley and the rivers Volga and Orinoco. How are they different / similar	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.
	Term 3 community	To identify the natural resources and trade routes of Baghdad past and present	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	A continuation of History last term – looking at the trade route and silk road.- quick recap and identification of Iraq and its capital city Look at the natural resources of Baghdad and other middle eastern countries – compare with the natural resources found in England – coal, stone – discuss what is quarried and compare with Baghdad. Create a graph of what was the most exported commodity out of Baghdad. Create your own trade route – look in detail at the Silk road – what would you do differently now?	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.

Geography Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	• Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Investigate their surroundings • Make observations about where things are e.g. within school or local area.	• Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places.	• Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	• Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	• Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	• Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/Location	• Follow directions (Up, down, left/right, forwards/backwards)	• Follow directions (as yr 1 and inc'. NSEW)	• Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map.	• Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently.	• Use 8 compass points; • Begin to use 4 figure co-ordinates to locate features on a map.	• Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	• Draw picture maps of imaginary places and from stories.	• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	• Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing.	• Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing.	• Begin to draw a variety of thematic maps based on their own data.	• Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity.
Representation	• Use own symbols on imaginary map.	• Begin to understand the need for a key. • Use class agreed symbols to make a simple key.	• Know why a key is needed. • Use standard symbols.	• Know why a key is needed. • Begin to recognise symbols on an OS map.	• Draw a sketch map using symbols and a key; • Use/recognise OS map symbols.	• Use/recognise OS map symbols; • Use atlas symbols.
Using maps	• Use a simple picture map to move around the school; • Recognise that it is about a place.	• Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.	• Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	• Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map.	• Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	• Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/Distance	• Use relative vocabulary (e.g. bigger/smaller, like/dislike)	• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	• Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	• Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	• Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.)	• Use a scale to measure distances. • Draw/use maps and plans at a range of scales.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perspective	• Draw around objects to make a plan.	• Look down on objects to make a plan view map.	• Begin to draw a sketch map from a high view point.	• Draw a sketch map from a high view point.	• Draw a plan view map with some accuracy.	• Draw a plan view map accurately.
Map knowledge	• Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	• Locate and name on UK map major features e.g. London, River Thames, home location, seas.	• Begin to identify points on maps A,B and C	• Begin to identify significant places and environments	• Identify significant places and environments	• Confidently identify significant places and environments
Style of map	• Picture maps and globes	• Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas	• Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.	• Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	• Use index and contents page within atlases. • Use medium scale land ranger OS maps.	• Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.