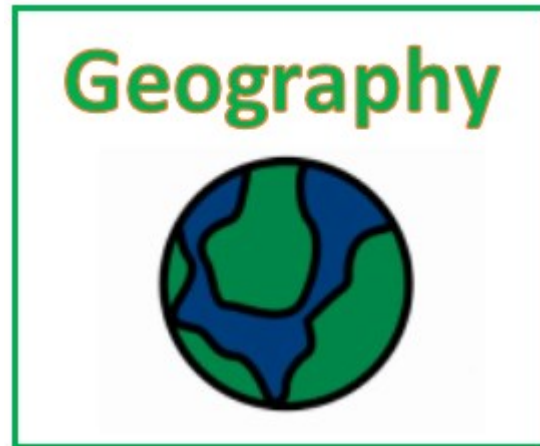


Geography Curriculum Overview



**ST MARY
QUEEN OF
MARTYRS**
VC ACADEMY



ST Mary Queen of Martyrs VC Academy

Contents:

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1. Geography Intent, Implementation and Impact Statement



Intent

Geography is essentially about understanding the world we live in. Through our geography topics we want to inspire to our children to have a greater understanding of the world; a love of the land an understanding about the people they come from and the knowledge to respect the peoples and countries of the world. We will give them skills to last a lifetime of curiosity and exploration of the physical and human features of our awesome planet. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. We plan many trips every year to various local places such as; Hull city centre, London, Hornsea beach, and Bridlington as well further afield such as Kingswood in Lancashire. By the time our pupils leave St Mary Queen of Martyrs we will have ignited a passion in our pupils to live a more sustainable life as well as to travel beyond their local area, with a deep understanding of the Earth's physical and human processes.

Implementation

At St Mary Queen of Martyrs geography is taught in topics, with some links and topic crossovers with History. We teach the national curriculum, supported by a clear knowledge progression, recapping and building upon prior learning with key geographical concepts. It is important that our children develop the skills of a geographer. We begin each topic with a topic quiz, the children are then given a knowledge mat which generates excitement about the topic.

Impact

By the time pupils leave St Mary Queen of Martyrs, they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interdependent.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex geographical enquiry and the ability to apply questioning skills.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of subject matter.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

2. Geography on a page



Geography

Home links

Homework tasks on half termly homework (GC), shared and celebrated in class.

What needs to be in your classroom.

World map - age-appropriate map displayed in the classroom

Globe - Blow-up for hands on interaction and 'locate it' games.

Key General Geography vocabulary – probably around map.

Key Topic Geography vocabulary – working wall

Topic displays/working wall - promoting curiosity that could



Lesson sequence:

Lesson 1 – Show what you know already, topic quiz, knowledge mat.

Retrieval lesson focusing on what children have retained from prior learning from previous topics and year groups.

Lesson 2+ - Through our medium term, plans the children are taught the National Curriculum objectives, alongside teaching of topic vocabulary.

Last session - 'Show what you know' - Children will be encouraged to 'show what you know' as an end of topic assessment. They will have some autonomy over how they deliver this.

End of Topic Assessment: Post topic quiz.

Assessment:

KPIs are used to assess the children throughout the units. At the end of the year, teachers will make an end of year judgement and record it on SIMS.

Geography and History Long term plan:

Updated March 2023	Autumn		Spring		Summer	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
EYFS	Superheroes (Autumn 1) Celebrations (Autumn 2)		Frozen (Spring 1) Growing (Spring 2)		Castles (Summer 1) Underwater (Summer 2)	
	History and Geography	History	History and Geography	Geography	Geography	History
Key Stage 1	Transport and Hull	Great Fire of London	Queen Elizabeth II and the UK	Seaside	Amy Johnson and the World	Florence Nightingale
Lower Key Stage 2	European Geography (Inc. Mountains)	Romans	Ancient Greece	Land use and sustainability in UK	North America	Stone Age to Iron Age
Upper Key Stage 2	World War II	Coast and Rivers	South America	Anglo-Saxons & Vikings	UK Geog Victorians	Ancient Egypt and Geog of Egypt

In books -

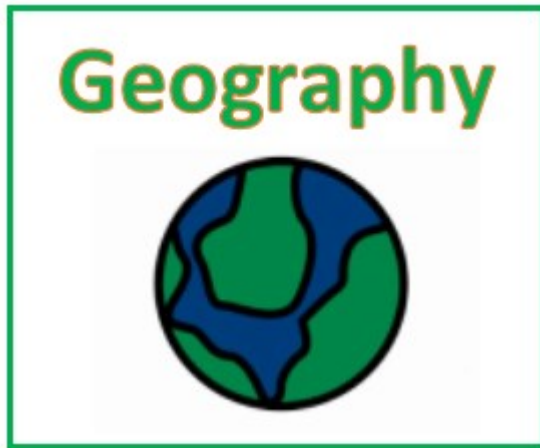
Monday 9th May 2022

Geography L2: How many countries are there in North America?

I can use an atlas to name the countries and capital cities of North America.

GCh: I can research the populations and land mass of the countries of North America.

3. Non-negotiables



Children's Work

- Topic front cover in books at the beginning of a new topic.
- Knowledge organizer in file.
- Quiz to be saved for later comparison.
- Marking geography skills and knowledge not English.
- Use a lesson strip for every lesson eg

Monday 9th May 2022

Geography L2: How many countries are there in North America?

I can use an atlas to name the countries and capital cities of North America.

GCh: I can research the populations and land mass of the countries of North America.

Classroom Environment

- World map - age-appropriate map displayed in the classroom
- Globe - Blow-up for hands on interaction and 'locate it' games.
- Key General Geography vocabulary – probably around map.
- Key Topic Geography vocabulary – working wall
- Topic displays/working wall - promoting curiosity that could be celebrating the children's work.
- Working Walls - promoting 'Sticky Knowledge'

Lessons

- A range of sources used, photos, recordings, videos, clips and artefacts.
- A range of geography skills covered.
- Lesson design
- Lessons designed on ppt. 'I can' learning intentions shared with children. Practical sessions to be used at least once a topic and more often if topic lends itself to this. Golden challenges.

Planning

- Follow medium plan sequence of lessons
- Use progression document to refer to prior learning.

4. Key Concepts in Geography



Geography - Key Concepts

Subject	Concept	Explanation
Geography	Place	Having a 'sense of place' – simply put, what is the place like? Having the locational knowledge to describe where there are – which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication) the specific key human and physical aspects of a place created by a shared human experience. We also have to consider the sustainability of places.
	Space	How natural and man-made places fit together in the jigsaw of the world. We need to look at the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes. The concept of space considers how the environmental and human characteristics of places are influenced by their location, but also how the effects of location and distance from other places on people are being reduced by improvements in transport and communication technologies.
	Scale	This is about understanding the big picture as well as our experiences in day to day life. The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. If we are studying climate – how do we examine climate on a personal, local and global scale? Scale is influential in how we represent what we see or experience. Scale might be personal or local, regional or global. There are also national and international scales.
	Environment	This considers how we use the natural world and how people have the ability to change it. The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
	Interconnections	No object of geographical study can be viewed in isolation. We need to look at the impact of people, places or processes. We can also examine diversity in this concept: people around the world have different experiences and ways of life but we also have an impact on each other. Interconnections explore how people and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.
	Physical and human processes	Looking at how events can change the physical and human world. Physical process – an event or sequence of events that occur naturally due to the power of the planet. Human process - things created/affected by people. These processes would not occur without human involvement.

5. Long term plan



St Mary Queen of Martyrs History and Geography Long term plan

Key Concepts in Geography: place, space, scale, environment, interconnections, human and physical processes.

Key Concepts in History: chronology, interpretation, continuity and change, cause and consequence, settlements, similarity and difference, significance, significant people, society and sources.

Updated March 2023	Autumn		Spring		Summer	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
EYFS	Superheroes (Autumn 1) Celebrations (Autumn 2)		Frozen (Spring 1) Growing (Spring 2)		Castles (Summer 1) Underwater (Summer 2)	
Key Stage 1	Transport and Hull	Great Fire of London	Queen Elizabeth II and the UK	Spring at the Seaside	Amy Johnson and the World	Florence Nightingale
Lower Key Stage 2	Welcome to Italy	The Rampaging Romans	What did the Greeks do for us?	Proud to be from Yorkshire	Welcome to North America	Stone Age to Iron Age
Upper Key Stage 2	Britain at War	Coast and Rivers	Getting to Know South America	Anglo-Saxons & Vikings	Vile Victorians	Ancient Egypt and Geog. of Egypt

6. Progression in Geography

Geography Knowledge Progression : concepts – space, place, scale, environment, interconnections and human and physical processes

EYFS		
Autumn	Spring	Summer
<p>3-4 Use all their senses in hands-on exploration of natural materials.</p> <p>Reception Understand that some places are special to members of their community. Understand the effect of changing seasons on the natural world around them.</p>	<p>3-4 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p>	<p>3-4 Talk about what they see, using a wide vocabulary.</p> <p>Reception Draw information from a simple map.</p>

Cycle A			
	Y1/2	Y3/4	Y5/6
Locational and Place Knowledge	<p><i>Through the Transport Theme</i> I can tell you:</p> <ul style="list-style-type: none"> Where Hull is located and it is a port (place) <p><i>Through Our Queen Theme</i> I can tell you:</p> <ul style="list-style-type: none"> Hull is in England 	<p><i>Through the Welcome to Italy Theme</i> I can tell you:</p> <ul style="list-style-type: none"> Italy is in the continent of Europe and locate it on a map (place) The countries and seas bordering Italy (environment) the 5 largest cities in Italy are Rome, Milan, Naples, Turin and Palermo (scale and place) Some similarities and differences between Naples and Hull. (Human and physical processes) 	<p><i>Through the World War II theme</i> I can tell you:</p> <ul style="list-style-type: none"> the name of the countries that were involved in World War II and locate on a map (place and interconnections) <p><i>Through the Get to know South America theme</i> I can tell you:</p>

6. Progression in Geography

	<ul style="list-style-type: none"> England is in the United Kingdom and this is in Europe The countries that make up the UK London, Cardiff, Edinburgh are the capitals of the UK and locate them on a map Where the four countries of the United Kingdom are on a map <p>(place and space)</p> <p><i>Through the Explorers Theme I can tell you:</i></p> <ul style="list-style-type: none"> Australia is a continent and locate it on a world map The names and locate the world's seven continents and five oceans <p>(place, scale, and interconnections)</p>	<p><i>Through the What did the Greeks do for us? Theme I can tell you:</i></p> <ul style="list-style-type: none"> Greece is in Europe and locate it on a map That Athens is the capital and locate on a map Where Sparta is in Greece Why Athens and Sparta came to war <p>(space and interconnections)</p> <p><i>Through the Get to Know North America Theme I can tell you:</i></p> <ul style="list-style-type: none"> That it is the 3rd largest continent There are 23 countries in North America I can name 4 countries in North America: USA, Canada, Mexico and Greenland <p>(place, scale, environment and interconnections)</p>	<ul style="list-style-type: none"> that South America is the 4th largest continent and locate it on a map the 12 countries that make up SA about 3 different countries in more detail (Brazil, Columbia and Peru) 10 key facts about Brazil That South America has the 2nd longest river in the world (The Amazon) That the world's largest tropical rainforest is located in South America <p>(Place, scale, environment)</p>
Human and Physical Geography	<p><i>Through the Explorers Theme I can tell you:</i></p> <ul style="list-style-type: none"> About seasonal and daily weather patterns in the UK Cold areas of the world in relation to the Equator and the North and South Poles. About the River Hull About the Humber estuary The four countries which make up the United Kingdom That the capital city of England is London. 	<p><i>Through the Welcome to Italy Theme I can tell you</i></p> <ul style="list-style-type: none"> 3 mountain ranges in Italy are the Italian Alps, the Apennines and the Dolomites. That the largest mountain is Mont Blanc and is 4809 metres above sea level the longest river in Italy is The Po about what a volcano is about the destruction of Pompeii 	<p><i>Through the Get to know South America theme I can tell you:</i></p> <ul style="list-style-type: none"> Amazon is a major river, Andes are a major mountain range, Patagonia is a desert and the rain forest are all located in SA About the climate, biomes and vegetation belt of SA Major exports from SA are: Soybeans (Brazil), petrol and coffee (Columbia) Distribution of natural resources in SA 10 key facts about Brazil The differences between imports and exports

- That the River Thames is in London
 - Buckingham Palace is in London
 - Where the equator is
 - Where Australia is
- (place, scale, environment and interconnections)**

- Some physical and human features of major Italian cities (Naples and Rome)
 - Rice is grown on the Po plain and this is a major export and That the origins of Pizza are in Naples
- (interconnections and environment)**

*Through the What did the Greeks do for us?
Theme I can tell you:*

- Greece is in Europe and locate it on a map
- Some key physical/human features of Athens past and present

(place)

*Through the Get to Know North America
Theme I can tell you:*

- There are a variety of climates including the bitter cold of the Arctic and the heat of the tropics
- Niagara Falls and Rocky mountains are famous physical features
- Statue of Liberty and the Hoover Dam are famous human features
- The world is divided into different time zones
- Compare time zones of NA with UK

(environment, human and physical processes)

- Why countries import and export goods
 - What the Global supply chain is
 - Why the United Kingdom has to import and export goods
 - How the United Kingdom imports and exports goods
 - About the distribution of natural resources including energy, food, minerals and water
- (interconnections and environment)**

Cycle B

	Y1/2	Y3/4	Y5/6
Locational and Place Knowledge	<p><i>Through the Great Fire of London theme, I can tell you:</i></p> <ul style="list-style-type: none"> We live in the UK and locate on a map Hull is in the North of England and London is in the South London is the capital of England <p>(place and scale)</p> <p><i>Through the Spring at the Seaside Theme I can tell you:</i></p> <ul style="list-style-type: none"> UK is in the continent of Europe; locate on a map Hull is called a city; locate on a map Scarborough is on the North Sea and is a seaside town Spain is in Europe and locate in a map Some seaside places in Spain including Benidorm (or other linked to experience) Benidorm is on the Mediterranean Sea <p>(place, scale and environment)</p>	<p><i>Through the Rampaging Romans Theme I can tell you:</i></p> <ul style="list-style-type: none"> Italy is in Europe and locate it on a map Rome is the capital of Italy and locate it on a map <p>(place)</p> <p><i>Through the Proud to be from Yorkshire Theme I can tell you:</i></p> <ul style="list-style-type: none"> England is divided into counties (name and locate 3 different counties, Yorkshire, Lincolnshire, Lancashire) Name and location of the county of Yorkshire Our Trust schools are in different settlements in Yorkshire (including cities) -locate These settlements are in a range of geographical regions (coastal, countryside, city) and some of the characteristics you might see in each of these. <p>(place, scale, human and physical processes, interconnections)</p>	<p><i>Through the Coasts and Rivers Theme I can tell you:</i></p> <ul style="list-style-type: none"> How a river is formed That a river flows downwards from high ground About the water cycle About beach, headlands, stumps and arches formation Coastal erosion and deposition The features of coastlines The longest river in each continent What happens when a river floods What a dam is and when they are used. The locate of a dam what rivers are used for <p>(place, environment, human and physical processes)</p> <p><i>Through the Anglo-Saxons and Vikings Theme I can tell you:</i></p> <ul style="list-style-type: none"> The Anglo-Saxons mostly came from Scandinavia and Germany; locate on a map That the Vikings came from what is now called Denmark, Sweden and Norway; locate on a map <p>(place, interconnections)</p>

			<p><i>Through the Ancient Egyptian theme, I can tell you:</i></p> <ul style="list-style-type: none"> • Where in the world Egypt is located • What the climate is like • Why the River Nile is so important • What a tributary is • What is meant by the 'source' (relating to a river) • What a climate zone is • What a vegetation belt is <p>(environment, interconnections, human and physical processes)</p>
Human and Physical Geography	<p><i>Through the Spring at the Seaside Theme I can tell you:</i></p> <ul style="list-style-type: none"> • The river Hull runs through our city • Hull is on the River Humber and it not a seaside place • Seas are smaller than oceans • Some simple physical features of Scarborough and compare with Benidorm (or other link to experience) • Some simple human features of Scarborough and compare with Benidorm (or other) • Compare the weather in the UK and Spain <p>(place and scale)</p>	<p><i>Through the Proud to be from Yorkshire Theme I can tell you:</i></p> <ul style="list-style-type: none"> • What is similar and different about the settlements of our trust schools (village, towns, cities, coastal) • how these settlements have changed over time • the reasons why people may choose to live in different settlements • about the effect of coastal erosion on Scarborough <p>(physical and human processes environment)</p>	

7. Progression of vocabulary



Geography Vocabulary Key Stage 1

	<p>Geography Vocabulary not topic related: Near, far, left right, building, transport, lorry, bus, car, summer, autumn, winter, spring, seasons, fog, wind, snow, rain, hail, plan, globe, journey, wet, dry, hot, cold, travel, long, short, wide, bungalow, junction, narrow, town, village, farm, England, Scotland, Wales, Northern Ireland, location, route, Equator, landscape, North, South, East, West, beach, forest, sea</p>		
Cycle A	<p>Transport and Hull Transport, Hull, Hull Docks, trawler, trains, cars, horses, carriages, moon landing, space, rocket</p>	<p>The United Kingdom and Queen Elizabeth II Hull, River, United Kingdom, estuary, map, England, Scotland, Wales, Northern Ireland, London, capital city, the Queen, Buckingham Palace, River Thames, Cardiff, Edinburgh, Belfast,</p>	<p>Amy Johnson and the World Australia, England, seven continents, five oceans, Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean, temperature, thermometer, equator, North Pole, South Pole</p>
Cycle B	<p>The Great Fire of London United Kingdom, London, Hull, England, North, South</p>	<p>Spring at the Seaside United Kingdom, continent, Europe, world, city, river, Scarborough, seaside, North Sea, oceans, Spain, Benidorm, Mediterranean Sea, equator,</p>	



Geography Vocabulary Key Stage 2 Year 3 and Year 4

	<p>Geography Vocabulary not topic related: Settlement, valley, mountain, community, vegetation, weathering, landscape, soil, erosion, relief map, peat, port, political map, loam, harbour, cliff, clay, factory, ocean, lake, office, fieldwork, transport, industry, sketch, diagram, compass, North East, South East, North West, South West, climate zone, polar, equator, tropical, longitude, latitude, environment.</p>		
Cycle A	<p>Welcome to Italy Italy, Europe, continent, borders, France, Switzerland, Austria, Slovenia, Vatican City, San Marino, seas, Adriatic Sea, Tyrrhenian Sea, Mediterranean Sea, mountain ranges, Italian Alps, Apennines, Dolomites, volcano, Mount Vesuvius, river, River Po, Mont Blanc, sea level, Rome, Milan, Naples, Turin, pizza</p>		<p>Welcome to North America North America, world, continent, Greenland, USA, Mexico, Canada, climate, Arctic tropics, time zones, Greenwich Mean Time, Niagara Falls, Rocky Mountains, Hoover Dam, Statue of Liberty</p>

7. Progression of vocabulary

Cycle B		Proud to be from Yorkshire County, England, Yorkshire, Lincolnshire, Lancashire, St Cuthbert's Trust, settlements, geographical regions, city, countryside, coastal area, coastal erosion, Scarborough,	
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Geography Vocabulary Key Stage 2 Year 5 and Year 6

	<p>Geography Vocabulary not topic related: Climate, weather, flood plain, deposition, climate zones, meander, transportation, tributary, vegetation belts, sea level, mouth, river, source, grid reference, delta, terrain, products, features, contour lines, continent, landscape, natural, water cycle, population, development, arid, precipitation, irrigation, evaporation, condensation, settlement, industry, tourist, migrate, sustainability, renewable, natural disaster, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, deforestation, pollution</p>		
Cycle A		<p>Getting to know South America South America, continent, tropical, tropical rainforest, The Amazon, Amazon River, climate, biomes, vegetation belts, The Andes, The Patagonia desert, Brazil, Colombia, Peru, Global Supply Chain, import, export,</p>	
Cycle B	<p>Coasts and Rivers Rivers, seven continents, river formation, water cycle, flooding, manmade, Hoover Dam, Tidal Barrier, industry conversation, wildlife, hydroelectric power, coastline, beach, headland, stump, arches, <u>Durdle Door</u>, <u>Duncansby Stacks</u>, <u>Green Stacks Pinnacle</u></p>		<p>Ancient Egypt and the geography of Egypt Time difference, Egypt, United Kingdom, climate, climate zone, rivers, tributary source, River Nile, vegetation belt,</p>

8. Cycle A Phase 1 Spring: The United Kingdom and Queen Elizabeth II (page 1 of 2)



History and Geography- Year 1/2 Cycle A Spring Term: The United Kingdom and Queen Elizabeth

Unit	Lesson	Success Criteria	Lesson Overview
The United Kingdom and Queen Elizabeth.	Where do we live?	To know that we live in Hull. To know that Hull is in the United Kingdom. To know that Hull has a river. To know that the Humber is an estuary.	Children will identify on a map Hull and the United Kingdom. Children will identify the River Hull on a map. Children will identify the Humber estuary on a map.
	Where is the United Kingdom?	To be able to find the United Kingdom on a map of the world.	Using a map of the world, children will be able to identify the United Kingdom. Children will know that this is where we live and that Hull is a city in the United Kingdom.
	Which countries make up the United Kingdom?	To know that the United Kingdom is made up of four countries. To know that the four countries are England, Scotland, Wales and Northern Ireland. To be able to locate these four countries on a map.	Children will explore images and maps of the United Kingdom and learn that four countries make up the United Kingdom. Children, using maps, will be able to identify England, Scotland, Wales and Northern Ireland.
	What is the capital city of England?	To know that London is the capital city of England. To know that this is the location of Buckingham Palace. To know that the Queen sometimes lived in Buckingham Palace. To know that the River Thames is in London.	Children will learn that countries have a capital city and that the capital city of England is London. Children will explore different images of London and identify that this is the location of Buckingham Palace and that sometimes the Queen lived here. Children will explore different maps of London and identify the River Thames.

8. Cycle A Phase 1 Spring: The United Kingdom and Queen Elizabeth II (page 2 of 2)

What are the four capital cities of the four countries in the United Kingdom?	<p>To know that the capital city of Wales is Cardiff.</p> <p>To know that the capital city of Northern Ireland is Belfast.</p> <p>To know that the capital city of Scotland is Edinburgh.</p> <p>To be able to locate these four cities on a map.</p>	<p>Children will locate Wales and Cardiff on a map.</p> <p>Children will locate Northern Ireland and Belfast on a map.</p> <p>Children will locate Scotland and Edinburgh on a map.</p>
Who was Queen Elizabeth II and why do we remember her?	<p>To know who Queen Elizabeth was.</p> <p>To know that Queen Elizabeth was the monarch of the United Kingdom and that when she died King Charles became monarch.</p> <p>To know that she was longest reigning monarch of England.</p>	<p>Children will identify Queen Elizabeth from images and learn that she was the longest reigning monarch.</p> <p>Children will learn the word 'monarch' in relation to both Queen Elizabeth and King Charles.</p> <p>Children will learn that Queen Elizabeth was the monarch of the United Kingdom.</p>
What were some of the main events of Queen Elizabeth's life?	<p>To know that she was not expected to become Queen.</p> <p>To know that she did not go to school but that she had lessons at home.</p> <p>To know that 18, she joined the Auxiliary Territorial service and learnt how to drive.</p> <p>To know that she became Queen in 1952 when her father died.</p> <p>To know that she became Queen at 25 years old.</p> <p>To know about her coronation.</p>	<p>Children will use sources of evidence to learn key facts about Queen Elizabeth.</p> <p>Children will use a timeline to put the key facts about the Queen in chronological order.</p>
What do I know about the United Kingdom and Queen Elizabeth?	To be able to explain what I know about the United Kingdom and Queen Elizabeth.	Children will complete a 'show what you know' double page spread.

8. Cycle A Phase 1 Summer: Amy Johnson and the World (page 1 of 2)



Year 1/2 Cycle A Summer Term: Amy Johnson and the World

Unit	Lesson	Success Criteria	Lesson Overview
Amy Johnson and the World	Who was Amy Johnson and why do we remember her?	<ul style="list-style-type: none"> To know who Amy Johnson was. To know that Amy Johnson was born in 1903. To know that Amy Johnson was born in Hull. To know that she was a pilot. To know that in 1930 she was the first female to fly solo from England to Australia. To know that she received a CBE from King George in 1930. To know that Amy Johnson disappeared in 1941 whilst flying. 	Children will use sources of evidence to learn key facts about Amy Johnson. Children will use a timeline to put the key facts about Amy Johnson in chronological order.
	What are continents and how many are there?	<ul style="list-style-type: none"> To know the seven continents. To be able to locate the seven continents on a world map. 	Children will use maps to locate and identify the seven continents of the world.
	What are oceans and how many are there?	<ul style="list-style-type: none"> To know the five oceans. To be able to locate the five oceans on a world map. 	Children will use maps to locate and identify the five oceans of the world.
	Which continents and oceans would Amy Johnson have flown over to get to Australia from London.	<ul style="list-style-type: none"> To be able to plot a flight plan from England to Australia. To identify which continents and oceans Amy Johnson would have flown over to get to Australia from England. 	Children will use maps to locate England and Australia and plot a route that Amy Johnson may have flown.
	Which is hotter – the United Kingdom or Australia?	<ul style="list-style-type: none"> To know about temperature. To be able to read a thermometer. To compare UK temperature (Hull) to Sydney (Australia). 	Children will use a thermometer to read the temperature and compare this temperature to the average temperature in Sydney, Australia.

8. Cycle A Phase 1 Summer: Amy Johnson and the World (page 2 of 2)

	<p>What is the equator?</p>	<p>To know what the equator is. To know that the closer you get to the equator, the hotter it is. To know that the northern part of Australia are closer to the equator and this is why it is hotter there. To know that the North Pole and South Pole are further away from the equator and that is why they are cold. To be able to locate the North Pole and South Pole on a world map.</p>	<p>Children will learn about the equator and that the closer a country is to equator, the hotter it will be. Children will use maps to identify some of the countries close to the equator and some countries furthest away from the equator.</p>
	<p>What do I know about Amy Johnson and the world?</p>	<p>To be able to explain what I know about Amy Johnson and the world.</p>	<p>Children will complete a 'show what you know' double page spread.</p>

8. Cycle A Phase 2: Autumn: Welcome to Italy (page 1 of 2)



Geography Year 3/Year 4 Cycle A: Autumn Term: Welcome to Italy



Unit	Lesson	Success Criteria	Lesson Overview
Welcome to Italy	Where in the world is Italy?	To know where Italy is. To know that Italy is in Europe. To recall that Europe is a continent.	Children will use maps and/or google expeditions to identify and locate Italy on a world map. Children will use maps to identify that Italy is in the continent of Europe.
	What is close to Italy?	To know that Italy shares land borders with six countries: France, Switzerland, Austria, Slovenia, Vatican City, San Marino To know that Italy has three different seas around it: Adriatic Sea, Tyrrhenian Sea, Mediterranean Sea.	Children will use maps and media to identify the countries and seas that surround it.
	What are some of the key geographical features of Italy?	To know that Italy has: three mountain ranges (Italian Alps, the Apennines and the Dolomites) a volcano (Mount Vesuvius) and a river (The Po) To know that the largest mountain is Mont Blanc and is 4809 metres above sea level.	Children will gather key geographical information about some of the features that Italy is known for (Italian Alps, the Apennines and the Dolomites) a volcano (Mount Vesuvius) and a river (The Po) and the largest mountain is Mont Blanc. Children to compare the size of this mountain to Scafell Pike (largest mountain in England).
	Which cities are in Italy?	To know that the capital city is Rome. To know that Milan, Naples, Turin and Palermo are large cities in Italy.	Children will use maps and media to identify and locate Rome, Milan, Naples, Turin and Palermo.
	What is it like in Naples?	To know some of the similarities and differences between Hull and Naples. To know some of physical features of Naples. To know that the origins of pizza are in Naples.	Children to use sources and media to identify key features of Naples and make comparisons to Hull. Children to learn that pizza originates from Naples.

8. Cycle A Phase 2 Autumn: Welcome to Italy (page 2 of 2)

What is it like in Rome?	To know some of the similarities and differences between Hull and Rome. To know some of the physical features of Rome.	Children to use sources and media to identify key features of Rome and make comparisons to Hull.
Why is rice grown in Italy?	To know that rice is grown on the Po Plain. To know that this is a major export for Italy. To know that countries export and import goods.	Children will use media and images to learn why rice is grown on the Po Plain and that it is major export for Italy.
What is a volcano?	To know what a volcano is. To know that Mount Vesuvius is in Italy and that it is the only active volcano in mainland Europe. To know about the destruction of Pompeii.	Children to learn about volcanoes and the destruction of Pompeii.
Would you like to holiday in to Italy?	To be able to summarise findings about Italy.	Children will complete a 'show what you know' double page spread answering "Would you like to holiday in Italy?".

8. Cycle A Phase 2 Summer: Welcome to North America (page 1 of 2)



Geography Year 3/Year 4 Cycle A: Summer Term: Welcome to North America

Unit	Lesson	Success Criteria	Lesson Overview
Getting to know North America.	Where in the world is North America?	To be able to locate North America on a world map. To know that North America is the 3 rd largest continent. To know that North America is made up of 23 countries. To know four different countries that are part of North America.	Children will use world maps and identify and locate North America. Children will use media to identify that North America is the 3 rd largest continent and that it is made up of 23 countries. Children will use media to learn about four countries that are part of North America (Greenland, USA, Mexico and Canada).
	How hot is it in North America?	To know that there a variety of climates in North America – the bitter cold of the Artic and the intense heat of the tropics. To know what the tropics are.	Children will use maps and media to locate and identify the hottest countries in North America and the coldest countries in North America. Children will learn about the tropics and recall knowledge about the equator. Children will use media to learn and make comparisons about the temperature in Greenland, USA, Mexico and Canada.
	What time is it in North America?	To know that the world is divided into different time zones. To know who invented time zones. To be able to compare time zones of North America with the United Kingdom.	Children will use various sources to learn about time zones and that the world is divided into time zones. Children will learn about Greenwich Mean Time and that time zones were invented by Sir Sanford Fleming in 1878. Children will learn that there are different time zones in North America as the continent is so large compared to the UK where there is only one time zone.
	What key landmarks are in North America and how did they get there?	To know about human and physical features.	Children will learn about two physical features (Niagara Falls and the Rocky Mountains). Children will learn about two famous human features Hoover Dam and the Statue of Liberty.

8. Cycle A: Phase 2: Summer: Welcome to North America (page 2 of 2)

	What do I know about North America?	To be able to explain some of the key facts and features about North America.	Children will complete a 'show what you know' double page spread about North America and invite families in to share what they have learned.
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8. Cycle A Phase 3 Spring: Getting to know South America (page 1 of 1



Geography Year 5/Year 6 Cycle A: Spring Term Getting to know South America

Unit	Lesson	Success Criteria	Lesson Overview
Getting to know South America	Where in the world is South America?	To be able to locate South America on a world map. To know South America is a continent. To know that South America is the 4 th largest continent.	Children will use a world map to locate South America and begin to form opinions based on prior learning about the temperature/climate etc. Children will learn that South America is a continent and that it is the 4 th largest continent.
	What are some of the key geographical features of South America?	To know that the world's largest tropical rainforest is located in South America. To know that South America has the 2 nd longest river in the world (The Amazon) To know about the climate, Biomes and vegetation belts of South America.	Children will use maps and/or media to identify and that South America is home to the world's largest tropical rainforest and the 2 nd longest river in the world. Children will explore key information about the Amazon rainforest and the Amazon river and why these are two important geographical features of South America.
	Which countries are in the continent of South America?	To know that 12 countries make up the continent of South America. To know that the Andes are a major mountain range in South America. To know Patagonia is a desert in South America.	Children will use maps and/or media to identify and locate the 12 countries that are in South America and identify some of their key geographical features including the Andes and the Patagonia desert.
	What impact does South America have on the World?	To know about three different countries in more detail (Brazil, Colombia and Peru). To know what the Global Supply Chain is. To know why the United Kingdom has to import and export goods.	Working in three groups, children will study one of the following countries (Brazil, Colombia and Peru). Children will use sources to understand what the Global supply chain is and why countries import and export goods. Children will research one of the three countries (one country per group so all three countries are studied). Children will research imports and exports and trade of these three countries. Children will learn that major exports from South America are soybeans from Brazil and petrol and coffee from Colombia.
	Why is South America an important continent?	To be able to explain and summarise why South America is an important continent.	Children will complete a 'show what you know' double page spread summarizing why South America is an important continent.

8. Cycle B: Phase 1: Autumn: The Great Fire of London (page 1 of 2)



History and Geography – Year 1/2 Cycle B: Autumn Term: The Great Fire of London



Unit	Lesson	Success Criteria	Lesson Overview
The Great Fire of London	Where is London and why is it important?	To be able to identify and locate the United Kingdom on a map. To be able to locate London on a map of the United Kingdom. To know that London is the capital city of England. To know where Hull is on a map. To know that Hull is the North of England and that London is in the South of England.	Children will use maps and media to identify and locate the United Kingdom and London on a map. Children will use maps and media to identify and locate Hull on a map. Children will learn that Hull is the North of England and that London is in the South of England.
	When was the Great fire of London?	To know that the Great Fire of London is a key significant event from the past.	Children will use sources of evidence to identify that the great fire of London happened on the 2 nd – 6 th September 1666. Children will place this event on their timeline and begin to make comparisons about what life may have been like then.
	What was life like in London during the 17 th century?	To be able to explain what life was like in London during the 17 th century. To know that in the summer of 1666 there had been a drought. To know what a drought is.	Children will use sources of evidence and media related resources to learn about life in London in the 17 th century. Children will learn that there were no cars but lots of animals, there was not a real fire brigade, that buildings were made from wood. Children will learn in that in the summer of 1666 there had been a drought so that water was scare. Children will learn what a drought is.
	Why did the Great Fire of London burn down so many houses?	To use facts previously learned to understand why the Great Fire of London burned down so many houses.	Children will learn that the impact of the drought, no real fire brigade and that houses were made from wood led to the destruction of so many houses.
	Who was Samuel Pepys and what can he tell us about the Great Fire of London?	To know that Samuel Pepys was alive during the Great Fire of London. To know that he wrote a diary. To know that we can use his diary to learn about the Great Fire of London.	Children will learn about Samuel Pepys and that he lived during the Great Fire of London. Children will learn that Samuel Pepys write a diary and that we can use what he wrote to learn about the Great Fire of London.

8. Cycle B: Autumn: The Great Fire of London (page 2 of 2)

	What is the monument?	To know that the Monument is in London and it was built to commemorate the Great Fire of London.	Children will learn what the Monument is and that it was built in 1671 to remember the Great Fire of London. Children to add the date of the start and completion of the Monument to their timeline.
	What do I know about The Great Fire of London?	To be able to explain the causes of the Great Fire of London and what we have learned about it.	Children to host a showcase event to display their work to parents about the Great Fire of London.

8. Cycle B: Phase 1 Spring term: Spring at the Seaside (page 1 of 1)



Geography– Year 1/2 Cycle B Spring Term: Spring at the Seaside



Unit	Lesson	Success Criteria	Lesson Overview
Spring at the Seaside	Where in the world is the United Kingdom?	To be able to locate the United Kingdom on a world map. To know that the United Kingdom is in the continent of Europe. To be able to locate Europe on a world map. To be able to locate Hull on a map of the United Kingdom. To know that Hull is a city. To know that the River Hull runs through our city.	Children will use maps/media to locate Hull, the United Kingdom and Europe on maps. Children will learn that Hull is a city and that we live in Hull. Children will learn that the River Hull runs through our city.
	Where in the world is Scarborough?	To be able to locate Scarborough on a map. To know that Scarborough is a seaside town, and that the sea near it is called the North Sea. To know that seas are smaller than oceans. To compare Hull to Scarborough. To know that Hull is not a seaside town.	Children will use maps to identify and locate Scarborough. Children will make comparisons between Hull and Scarborough that must include: Hull is not a seaside town whereas Scarborough is. That Scarborough is the near the sea and that sea is the North Sea. Children will learn that seas are smaller than oceans.
	Where in the world is Spain?	To be able to locate Spain on a world map. To know that Spain is in Europe. To know that there are some seaside places in Spain and one of them is Benidorm. To know that Benidorm is on the Mediterranean Sea.	Children will use maps to locate Spain and Benidorm. Children will make comparisons between Hull, Scarborough and Benidorm including that Scarborough and Benidorm are seaside towns but that they are close to different seas. Children will learn that Benidorm is on the Mediterranean Sea.
	Which is hotter, the UK or Spain?	To know why Spain is hotter than the UK. To know what the equator is.	Children will use media to compare temperatures between the UK and Spain. Children will learn that Spain is hotter as it is closer to the equator.
	What do I know about the seaside?	To be able to explain what I know about the United Kingdom and Spain.	Children will complete a 'show what you know' double page spread.

8. Cycle B: Phase 2: Spring Term: Proud to be from Yorkshire (page 1 of page 2)



Geography Year 3/Year 4 Cycle B: Spring Term: Proud to be from Yorkshire



Unit	Lesson	Success Criteria	Lesson Overview
Proud to be from Yorkshire	What is a county?	To be able to explain what a county is. To know that England is divided into counties. To know be able to locate the county of Yorkshire.	Children will begin by looking at maps of England and locate and identify cities. Children will then identify and locate the county of Yorkshire. Children will learn that counties are areas of land, cities and towns that are used for different purposes.
	What counties are near to us?	To be able to name and locate three different counties (Yorkshire, Lincolnshire and Lancashire).	Children will use maps to locate and identify counties that are near to Yorkshire. Children will add these counties to a map of England and identify which counties are closest to us.
	Are all of St Cuthbert's Trust schools in the same county?	To know the location of the schools in St Cuthbert's Trust. To know that our Trust schools are in different settlements in Yorkshire.	Children will use maps to locate the primary schools in St Cuthbert's Trust. Children will add the locations to their map and conclude which county they are in. Children to identify the different settlements that our Trust schools are in.
	What geographical locations are our Trust schools in?	To know that the Trust schools are in a range of different geographical regions.	Children will identify that the Trust schools are in different geographical regions – coastal, countryside and cities. Children will make comparisons between what they expect to see in the three different area.
	Have these settlement areas changed over time?	To know that settlements change over time. To be able to give reasons why settlements change over time.	Children to explore 3 of the Trust schools that are in different geographical locations (city, coastal and countryside) and learn how the area around them has changed over time. Children to draw conclusions as to why these changes have occurred.
	Why do people choose to live in a city/coastal area/countryside?	To be able to give reasons why people choose to live in a city/countryside/coastal area.	Children to continue to explore the three different settlement areas and draw conclusions for the reasons why people may live there.

8. Cycle B: Phase 2: Spring Term: Proud to be from Yorkshire (page 2 of page 2)

	Is Scarborough getting closer to the sea?	To know what coastal erosion is.	Children will begin to learn about coastal erosion and the main causes of it. Children will learn about some of the methods that are being used to slow down coastal erosion.
	Would you rather live in a city, the countryside or at the coast?	To be able to summarise what they learned.	Children will complete a 'show what you know' double page spread to answer: Would you rather live in a city, the countryside or at the coast?

8. Cycle B: Phase 3: Autumn: Coasts and Rivers (Page 1 of 2)



History Year 5/Year 6 Cycle B: Autumn Term: Coasts and Rivers

Unit	Lesson	Success Criteria	Lesson Overview
Coasts and Rivers	What rivers do we already know?	To be able to recall rivers that the children have previously studied. To be able to identify and locate known rivers on a map.	Children to use maps to identify and locate rivers that they have already learned about.
	What are the longest rivers in the seven continents?	To know the longest river in the seven continents.	Children will use maps of the world to locate the seven continents and identify the longest river in each of them.
	What is a river?	To be able to explain how a river is formed and the key features of a river.	Children will learn how a river is formed; the journey of a river and the key features of a river.
	What is the water cycle and how does it connect to rivers?	To be able to explain the water cycle and how it connect to rivers.	Children will learn the water cycle and which part of the water cycle links with the formation of rivers.
	What happens when a river floods?	To know what happens when a river floods. To know what manmade features were created to stop flooding.	Children will learn about flooding the attempts made by people to stop flooding. Children will learn about the Hoover Dam in America and the Tidal Barrier in Hull.
	What are rivers used for?	To be able to explain some of the uses of a river such as transport; water supplies for homes and industries; conservation, e.g. wildlife protection; creating electricity through the use of hydroelectric power and sport and recreation activities, such as fishing and canoeing.	Children will identify different uses for rivers and draw conclusions about the important role rivers play.
	What are coast lines?	To know what a coastline is. To be able to recall previous coastlines studied.	Children will explore coastlines and previous coastlines learned.

8. Cycle B: Phase 3: Autumn term: Coasts and Rivers (page 2 of 2)

How are beaches, headland stumps and arches formed?	To be able to explain how beaches, headland stumps and arches are formed.	Children will learn about Coastal erosion and deposition; how erosion and deposition form different geographical features. Children will learn about <u>Durdle Door</u> , <u>Duncansby Stacks</u> and <u>Green Stacks Pinnacle</u> .
What do I know about coasts and rivers?	To be able to explain what I know about coasts and rivers.	Children will complete a double page spread.

8. Cycle B: Phase 3: Summer term: Ancient Egypt and the Geography of Egypt (page 1 of 2)



History Year 5/Year 6 Cycle B: Summer Term: Ancient Egypt and the Geography of Egypt.



Unit	Lesson	Success Criteria	Lesson Overview
Ancient Egypt and the Geography of Egypt.	When was the Egyptian period?	To be able to accurately place the Ancient Egyptian start and end dates on a timeline.	Place when the Egyptian period was a <u>on</u> timeline and discuss what life may have been. What do already know about life then?
	Where is Egypt and how would it take to travel there?	To know where Egypt is and how long it would take to travel there. To be able to calculate the time difference between Egypt and the United Kingdom.	Children will use world maps to locate Egypt and conclude how long it would take to travel there. Children will calculate the time difference between Egypt and the United Kingdom.
	What would the climate be like in Egypt?	To know what the climate would be like in Egypt. To be able to explain what a climate zone is.	Children will be able to identify and draw conclusions about what the climate would be like in Egypt.
	What are the pyramids and were they built?	To be able to explain why the pyramids were built.	Children will learn about the pyramids; why they were built; when they were built; why they are situated where they are and that there is historical debate around how the pyramids were built.
	What are hieroglyphics?	To know that Ancient Egyptians wrote in hieroglyphics and these need to be interpreted to understand society. To know that they wrote on papyrus rolls.	Children will learn about hieroglyphics and they have been an important discovery.
	Who was Tutankhamun?	To be able to explain who Tutankhamun was and what we know about him.	Children will learn about the story of Howard Carter's discovery of Tutankhamun's tomb; who Tutankhamun was and how we know about him.
	What is mummification?	To be able to explain the process of mummification and its importance to the Ancient Egyptians.	Children will learn about mummification and the importance of particular objects for the Ancient Egyptians: belief in the afterlife.
	How was Ancient Egyptian society structured?	To be able to explain the structural society of Ancient Egypt.	Children will learn how society was structured and why it was structured this way. Children will learn some of the ways Ancient Egyptians have contributed to science, medicine, construction astronomy, mathematics and agriculture.

8. Cycle B: Phase 3: Summer term: Ancient Egypt and the Geography of Ancient Egypt (page 2 of 2)

Why is the River Nile important?	To be able to recall prior learning about rivers including key vocabulary such as tributary and source. To be able to explain why the River Nile is important. To be able to explain what a vegetation belt is.	Children will learn about settlements at the Nile and that they began 7000BCE.
Would you have liked living in Ancient Egypt?	To be able to explain what I know about Ancient Egypt and if I would have lived to have lived there.	Children to complete a double page spread to answer 'would you have liked to living in Ancient Egypt?'

9. Key Progress Indicators Year 1/2

Key Performance Indicators Geography

	Year 1	Year 2
Locational and Place Knowledge	<ul style="list-style-type: none"> • Can understand that the world extends outside their locality • Can recognise how places are linked to other places in the world through food or travel • Can locate continents and oceans using an atlas or globe • Can begin to identify and describe where places are through use of simple maps, atlases and globes • Can locate Hull on a map. • Knows that Hull is in the North of England and London is in the South. • Know that England is in the United Kingdom. • Know that the United Kingdom is in Europe. • Knows that we live in the United Kingdom. • Can locate the four countries of the United Kingdom on a map. • Can locate Australia on a world map. • Can locate the seven continents and five oceans. • Knows that the capital city of England is London. • Know that the River Thames is in London. • Know that Buckingham Palace is in London. • Can begin to use geographical vocabulary to describe features of localities around the world • Can begin to use geographical vocabulary to describe human and physical features of their immediate locality • Knows that Hull is a port. • Knows that Hull is in England. • Knows the countries which make up the United Kingdom. • Know the names of the seven continents and five oceans. • Know where the equator is. • Knows where Australia is. • Knows that Scarborough is on the North Sea and it is a seaside town. 	<ul style="list-style-type: none"> • Can begin to identify and describe where places are through use of simple maps, atlases and globes • Can recognise how places are linked to other places in the world through food or travel • Can locate continents and oceans using an atlas or globe • Can begin to identify and describe where places are through use of simple maps, atlases and globes • Can locate Hull on a map. • Knows that Hull is in the North of England and London is in the South. • Know that England is in the United Kingdom. • Know that the United Kingdom is in Europe. • Knows that we live in the United Kingdom. • Can locate the four countries of the United Kingdom on a map. • Can locate Australia on a world map. • Can locate the seven continents and five oceans. • Knows that the capital city of England is London. • Know that the River Thames is in London. • Know that Buckingham Palace is in London. • Can make simple comparisons between individual features of different places and recognise how places are linked to other places in the world • Can make simple comparisons between features of different environments • Can begin to use geographical vocabulary to describe human and physical features of their immediate locality • Knows that Hull is a port. • Knows that Hull is in England. • Knows the countries which make up the United Kingdom.

9. Key Progress Indicators Year 1/2

	<ul style="list-style-type: none"> • Knows that there are some seaside places in Spain including Benidorm. • Know that Benidorm is on the Mediterranean Sea. 	<ul style="list-style-type: none"> • Know the names of the seven continents and five oceans. • Know where the equator is. • Knows where Australia is. • Knows that Scarborough is on the North Sea and it is a seaside town. • Knows that there are some seaside places in Spain including Benidorm. • Know that Benidorm is on the Mediterranean Sea
Human and Physical Geograph	<ul style="list-style-type: none"> • Can begin to ask geographical questions about places in their immediate locality • Can begin to ask geographical questions about places and people 	<ul style="list-style-type: none"> • Can begin to ask geographical questions about climates and environments • Can begin to recognise how people can improve the environment or damage it

9. Key Progress Indicators Year 1/2

	<ul style="list-style-type: none"> • Know that the cold areas of the world are in relation to the Equator. • Knows the River Hull runs through our city. • That the Humber is an estuary • Hull is on the River Humber and it is not a seaside place. • Knows that seas are smaller than oceans. • Can describe some of the physical features of Scarborough. • Can compare Scarborough and Benidorm. • Can compare the weather in the UK and Spain. 	<ul style="list-style-type: none"> • Can express their own views about people, places and their effect on environments • Know that the cold areas of the world are in relation to the Equator. • Knows the River Hull runs through our city. • That the Humber is an estuary • Hull is on the River Humber and it is not a seaside place. • Knows that seas are smaller than oceans. • Can describe some of the physical features of Scarborough. • Can compare Scarborough and Benidorm. • Can compare the weather in the UK and Spain. •
Skills and Fieldwork	<ul style="list-style-type: none"> • Can use secondary sources- photos, stories, DVDs • Can make a map of a journey • Can describe their local area and be able to draw their route to school • Can understand that they have an address and postcode, and why • Can draw simple field sketches 	<ul style="list-style-type: none"> • Can research using secondary sources of information to research changes in the environment. • Can begin to use geographical terms for directions such as North, South, East and West • Can map their classroom and recognise where places are within the school • Can use simple letter and number coordinates • Can use simple field sketches • Can begin to use simple keys on maps

9. Key Progress Indicators Year 3/4

Key Performance Indicators Geography		
	Year 3	Year 4
Locational and Place Knowledge	<ul style="list-style-type: none"> Knows that Italy is in the continent of Europe and locate them on a map. Knows that Greece is in Europe. Knows that Athens is the capital of Greece and be able to locate them on a map. Knows that North America is the 3rd largest continent. Knows that Italy is in Rome and locate them on a map. Can use secondary sources to further understand and compare contrasting localities within the cities of Rome, Milan, Naples, Turin and <u>Palermo</u>. Can describe where places are and human features within Italy. Can begin to recognise how places in Europe are linked to other places in the world through trade, transport links and economy. Knows that Greece is in Europe. Know where Sparta was in Greece. Knows that there are 23 countries in North America. Knows four countries in North America – USA, Canada, Greenland and Mexico. Knows that Rome is the capital of Italy. Knows that England is divided into counties and can locate three different counties (Yorkshire, Lincolnshire and Lancashire). Knows that settlements can be in a range of geographical regions including cities, coasts and the countryside. Can describe some of the characteristics of different geographical regions. 	<ul style="list-style-type: none"> Can identify specific mountain locations and environments
	<ul style="list-style-type: none"> Can use secondary sources to further understand and compare contrasting localities Can describe where places with mountains are such as region, country, proximity to rivers or hills etc Knows that Italy is in the continent of Europe and locate them on a map. Knows that Greece is in Europe. Knows that Athens is the capital of Greece and be able to locate them on a map. Knows that North America is the 3rd largest continent. Knows that Italy is in Rome and locate them on a map. Can use secondary sources to further understand and compare contrasting localities within the cities of Rome, Milan, Naples, Turin and <u>Palermo</u>. Can describe where places are and human features within Italy. Can begin to recognise how places in Europe are linked to other places in the world through trade, transport links and economy. Knows that Greece is in Europe. Know where Sparta was in Greece. Knows that there are 23 countries in North America. Knows four countries in North America – USA, Canada, Greenland and Mexico. Knows that Rome is the capital of Italy. 	

9. Key Progress Indicators Year 3/4

		<ul style="list-style-type: none">• Knows that England is divided into counties and can locate three different counties (Yorkshire, Lincolnshire and Lancashire).• Knows that settlements can be in a range of geographical regions including cities, coasts and the countryside.• Can describe some of the characteristics of different geographical regions.
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9. Key Progress Indicators Year 3/4

Human and Physical Geography	<ul style="list-style-type: none"> • Can respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others • Can recognise and explain patterns made by individual physical and human features in the environment • Can make appropriate observations about the location of features relative to others • Knows that there are three mountain ranges in Italy: Italian Alps, the Apennines and the Dolomites. • Knows that the largest mountain is Mont Blanc. • Knows that the longest river in Italy is The Po. • Knows what a volcano is. • Can describe some of the human and physical features of Naples and Rome. • Can describe some of the human and physical features of Athens. • Can describe and compare some of the climates in North America. • Knows that the Niagara Falls and the Rocky Mountains are some famous physical features. • Knows that the Statue of Liberty and the Hoover Dam are famous human features. • Knows that the world is divided into time zones. • Can compare time zones of different countries. • Can describe some of the different locations of schools within our Trust. • Can describe why people may choose to live in different settlements. • Can describe the coastal erosion effect on Scarborough. 	<ul style="list-style-type: none"> • Can identify and explain different views of people, including themselves • Can identify and describe how things change, through understanding of, and reference to, human and physical features such as weather and jobs • Can identify the consequences for the environment of different peoples lifestyles around the world • Can recognise human and physical processes and the effects on the environment such as the water cycle • Can respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others • Can recognise and explain patterns made by individual physical and human features in the environment • Can make appropriate observations about the location of features relative to others • Knows that there are three mountain ranges in Italy: Italian Alps, the Apennines and the Dolomites. • Knows that the largest mountain is Mont Blanc. • Knows that the longest river in Italy is The Po. • Knows what a volcano is. • Can describe some of the human and physical features of Naples and Rome. • Can describe some of the human and physical features of Athens. • Can describe and compare some of the climates in North America. • Knows that the Niagara Falls and the Rocky Mountains are some famous physical features. • Knows that the Statue of Liberty and the Hoover Dam are famous human features. • Knows that the world is divided into time zones. • Can compare time zones of different countries.
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9. Key Progress Indicators Year 3/4

		<ul style="list-style-type: none"> • Can describe some of the different locations of schools within our Trust. • Can describe why people may choose to live in different settlements. • Can describe the coastal erosion effect on Scarborough.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skills and Fieldwork</p>	<ul style="list-style-type: none"> • Can use appropriate geographical vocabulary • Can ask geographical questions during research to further their understanding such as What is this landscape like? What do I think about it? • Can communicate in ways appropriate to the task and issue such as Writing to a newspaper about a local issue, using email to communicate and share information, using appropriate geographical terms • Can analyse evidence and draw conclusions such as Make comparisons between locations using temp / populations • Can use a key accurately • Can begin to use charts, graphs and tables to record information • Can make extended use of geographical terms such as the eight compass points • Can begin to use terms such as temperature, transport and industry 	<ul style="list-style-type: none"> • Can observe and appreciate the relationship between the physical, built economic environments • Can communicate in ways appropriate to the task and issue (eg. Writing to a newspaper about a local issue, using email to communicate and share information, using appropriate geographical terms) • Can understand how asking geographical questions can support their enquiries • Can analyse evidence and begin to draw conclusions • Can use appropriate fieldwork skills and instruments to measure and record • Can draw annotated sketches to describe and explain geographical processes and patterns • Can use decision making skills such as what measures are used to improve safety around rivers?) • Can draw and annotate sketches to describe and explain geographical processes and patterns • Can use atlases to find out about others features of places with mountains such as weather patterns

9. Key Progress Indicators Year 5/6



Key Performance Indicators Geography

	Year 5	Year 6
Locational and Place Knowledge	<ul style="list-style-type: none"> • Can identify locations and environments of significant places both locally and such as continents, oceans, longest rivers, deserts, culture • Can confidently locate places on a world map. • Can use knowledge to make comparisons between different tourist locations and environments • Can identify, describe and give reasons for similarities and differences between contrasting locations • Can compare the location and understand the differences in scale of a range of places around the world in relation to each other. • Can recognise how places fit within a wider geographical context and are interdependent. • Can use atlases to find out about other features of places • Can name and locate the countries that were involved in WWII. • Knows that South America is the 4th largest continent and can locate it on a map. • Knows that 12 countries make up South America. • Can describe 3 of the countries that make up South America in detail (Brazil, Colombia and Peru). • Knows 10 facts about Brazil. • Knows that South America has the 2nd longest river the in the world. • Knows that the world's largest rainforest is located in South America. • Knows the longest river in each continent. • Can locate Denmark, Sweden and Norway on a map. • Can locate Egypt on a map. • Can describe the climate in Egypt. 	<ul style="list-style-type: none"> • Can identify locations and environments of significant places both locally and globally e.g. continents, Oceans, longest rivers, deserts etc • Can identify, describe and explain several reasons for how and why places are similar and different from other places in the same country and elsewhere in the world. • Can use atlases to find out about other features of places, e.g. mountain regions and other weather patterns • Can name and locate the countries that were involved in WWII. • Knows that South America is the 4th largest continent and can locate it on a map. • Knows that 12 countries make up South America. • Can describe 3 of the countries that make up South America in detail (Brazil, Colombia and Peru). • Knows 10 facts about Brazil. • Knows that South America has the 2nd longest river the in the world. • Knows that the world's largest rainforest is located in South America. • Knows the longest river in each continent. • Can locate Denmark, Sweden and Norway on a map. • Can locate Egypt on a map. • Can describe the climate in Egypt. • Can describe why the River Nile is important. • Can describe a climate zone. • Can describe what a vegetation belt is.

9. Key Progress Indicators Year 5/6

	<ul style="list-style-type: none"> • Can describe why the River Nile is important. • Can describe a climate zone. • Can describe what a vegetation belt is. 	
<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> • Can explain why places are like they are in terms of weather, historical development and local resources • Can recognise human and physical processes and the effects on the environment. • Knows that the Amazon is a major river. • Knows that the Andes are a major mountain range. • Knows that Patagonia is a desert. • Can describe the climates, biomes and the vegetation belts of South America. • Can describe the major exports of South America. • Can describe the differences between exports and imports and why countries need to export and import goods, including the UK. • Can describe what the Global Supply Chain is. • Can describe the distribution of natural resources (including energy, food, minerals and water). • Can describe what a river is and how they are formed and what they may be used for. • Can describe the water cycle. 	<ul style="list-style-type: none"> • Can identify the different views that people, including themselves, hold about topical issues. • Can recognise how people can improve or damage the environment and how the decisions about the environment can affect the quality of people's lives. • Can identify how and why places change. • Can recognise how people can manage an environment's sustainability • Can be aware of current global issues and the effect of them on population. • Knows that the Amazon is a major river. • Knows that the Andes are a major mountain range. • Knows that Patagonia is a desert. • Can describe the climates, biomes and the vegetation belts of South America. • Can describe the major exports of South America. • Can describe the differences between exports and imports and why countries need to export and import goods, including the UK. • Can describe what the Global Supply Chain is.

9. Key Progress Indicators Year 5/6

	<ul style="list-style-type: none"> • Can describe coastal erosion and deposition and how some physical features are formed. • Can describe the features of a coastline. • Knows what a dam is and when they are used. 	<ul style="list-style-type: none"> • Can describe the distribution of natural resources (including energy, food, minerals and water). • Can describe what a river is and how they are formed and what they may be used for. • Can describe the water cycle. • Can describe coastal erosion and deposition and how some physical features are formed. • Can describe the features of a coastline. • Knows what a dam is and when they are used.
Skills and Fieldwork	<ul style="list-style-type: none"> • Can suggest relevant questions and use vocabulary such as erosion, disposition, urban and rural and describe processes. • Can use ICT to enhance learning and present own findings. • Can work out scales on maps. • Can use an OS map in the field and recognise symbols on map such as following a route using grid references. • Can describe a route and direction, linking N/S/E/W with 8 compass points and with degrees on the compass. • Can describe a route and direction, linking N/S/E/W with 16 compass points and with degrees on the compass. • Can use an atlas and recognise symbols. • Can use latitude and longitude in atlas maps. • Can work out scales in atlas and on OS maps. • Can draw detailed sketch map to scale. 	<ul style="list-style-type: none"> • Can suggest relevant questions and make decisions based on knowledge and understanding of data • Can use precise geographical words, e.g. erosion, disposition, urban and rural and describe processes. • Can use ICT to enhance learning and present own findings. • Can carry out fieldwork, survey and draw graphs. • Can design and use questionnaires to obtain community views on an appropriate subject. • Can select from appropriate visual media to record evidence. e.g. photography • Can use ICT to create data files to analysis fieldwork data. • Can analyse evidence and draw own conclusions, select and use graphs, charts and tables appropriate to data • Can record field work appropriately. • Can select and use a range of measuring instruments in investigations.

