



# HTSS GEOGRAPHY CURRICULUM OVERVIEW

**How this document works:** this is our whole school geography curriculum overview and progression of knowledge and skills. The accompanying **session plans**, which show each session in more detail, along with suggested activities and resources, can be found here: T:\Curriculum\History and Geography\Geography\Current\Curriculum and planning

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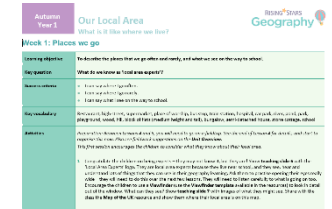
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## Geography Curriculum Statement

### Intent

At Holy Trinity and St Silas (HTSS) our main focus within the geography curriculum is to foster curiosity, promote and deepen geographical knowledge, skills, and understanding, and nurture a sense of responsibility and care towards the environment. We believe that Geography helps to provoke and provide answers to questions about the physical and human geographical features of our world. The children are taught to apply their skills and knowledge, to understand why the world is the way it is today and what it will be like in the future. Knowledge and skills are taught in a way that enables children to answer questions, carry out fieldwork and develop important map skills. In order to raise awareness of the importance of sustainable development and social responsibility, the whole school also takes part in a '**Global Goals Week**' each year. This gives pupils and teachers an opportunity to start a conversation about embedding sustainability throughout learning. These transferable skills provide a rich web to help connect learning and prepare children for life in an increasingly interconnected and globalized society.

It is our intention that our geography curriculum supports children to develop our school Three Cs of care, courage and cooperation:



Session plan



### Care:

- Contrasting localities are chosen to reflect the diversity of our community, enabling pupils to see themselves within the geography curriculum, whilst also considering the lives of others. This supports children to become knowledgeable, tolerant, caring geographers.
- Children develop an understanding of the importance of showing care for the world around them through sustainability, learning about the environmental impact of human and physical geography within key units such as Brazil, Rivers and Tectonics.
- The curriculum supports children to appreciate the work within our local community by engaging in fieldtrips linked to termly topics. Fieldtrips within the local area support children to value and care for their locality of Camden, understanding the impact that they can have.
- Children are taught to care for people, places and cultures through geographical skills and knowledge (place, locational and physical and human geography).
- Children are supported to share their own feelings about what may be happening in the world, what change they would like to see and how they can help achieve this as caring citizens of the world.
- Lessons are contextualised to make them purposeful and meaningful, ensuring that children understand the relevance of the geography curriculum and how it can explain and impact the world around them.



### Courage:

- Through the teaching of subject-specific vocabulary and opportunities for focussed talk during lessons, children are empowered to: courageously share ideas and ask questions; make connections; and interpret evidence so as to develop their understanding about the world and its people.
- Children are supported to take part in class debates and discussion, giving them the opportunity to: apply and consolidate key geographical vocabulary; have the courage to explain, debate and justify; and articulate their knowledge and points of view with increasing confidence.
- Geography aims to create a sense of action and advocacy in children as courageous geographers, supporting them to understand the relationship between physical and human processes. Children will start to appreciate the necessity to enact change.



### Cooperation:

- The geography curriculum is built around key geographical enquiry questions. Answering these complex, open-ended questions requires children to work together, so as to collect, analyse, and present data, encouraging collaboration.
- Children are provided with opportunities to cooperate with each other in order to carry out practical fieldwork and enquiry, working together to delegate tasks, share resources, and communicate and express their findings or data. These memorable learning experiences give the children a sense of scale, locality and the world around them by using London as their classroom.
- Children are taught to work both individually and collectively to communicate geographical information in a variety of ways, including maps, numerical and quantitative data and written and verbal communication.
- Children are taught to understand their role within paired and group work and given opportunities in lessons to develop their cooperation skills.

### Implementation

The National Curriculum aims and key geographical skills and knowledge form the distinct lessons taught within our geography units. At HTSS, we use the Rising Stars Geography programme so as to ensure that knowledge and skills are sequenced meaningfully from the EYFS to Year 6, building on what has been taught before. Rising Stars is a complete curriculum programme for primary geography which consists of units of work to interest pupils and encourage curiosity about their own locality and the wider world.

Our geography units have key questions to encourage the use of geographical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Regular retrieval practice is planned into the curriculum through low-stakes quizzes. Links are made within and across units to support pupils in making connections.

Each year group has objectives embedded within the four key areas of geographical knowledge: place knowledge; locational knowledge; human and physical knowledge; and geographical knowledge and fieldwork. This progression approach supports the building blocks of new knowledge and skills which are recapped year by year.



In the EYFS, 'Understanding the world' learning supports children to make sense of their physical world, their community and the environment. In KS1, children develop knowledge about their locality of Camden, before moving onto learning about the United Kingdom.

In KS2, children extend their knowledge and understanding beyond the local area and the UK to include Europe, North and South America.

- Teaching resources are balanced and well thought out to create an accurate impression of countries and societies.
- Curriculum content enables children to gain a sense of self through what is being taught, placing their community at the heart of geography learning in order to connect with the local area.
- Working walls show clear progression within each unit of work. Units of work are further supported by Knowledge Organisers and relevant maps in every classroom to help pre-teach, build on and re-cap previous learning.
- Fieldwork is a key part of the geography curriculum. All year groups spend time working together in groups, developing their cooperation skills by carrying out fieldwork within the school grounds, the local area and other parts of London.
- All children, including those who have SEND or are disadvantaged, are supported to fully access the geography curriculum by using real life objects, visual prompts, scaffolds, pre-teaching of vocabulary and targeted adult support.
- Teachers have high expectations of all children, in the knowledge that they can reach their fullest potential as geographers.
- Clear vocabulary teaching is included in the delivery of our curriculum and is carefully planned for. This is evident on each year group's working wall.
- Knowledge organisers are provided for each geography unit. These are referenced in class and sent home to support with learning.
- During the whole school 'Global Goals week,' each year group has an initial lesson that gives an overview of all of the Global Goals. For the remainder of the week, the children have daily discrete lessons where they dive into their specific Global Goal. Exhibition boards are created that act as learning journeys and working walls across the school.

### Impact

Our Geography curriculum develops a deep and interconnected understanding of diverse global perspectives. Children show **care** to themselves by actively engaging in memorable learning opportunities, as well as to the world around them. They develop **courage** by becoming campaigners for change and social injustice and learn to **cooperate** with one another through fieldwork and group activities.



Through our geography teaching and learning, children should be able to recall knowledge, understand physical and human geographical features, use geographical vocabulary and develop geographical skills and enquiry. Through our annual ‘Global Goals week,’ children develop over time an understanding about the complexities our world is facing and the many ways in which they can contribute to the world positively.

We measure the impact of our geography curriculum in various ways:

- Children should be able to recall key facts and information, use geographical vocabulary and geographical skills. We look at children’s ability to talk confidently about their learning in lessons and seek their views through pupil voice with the geography subject leader.
- Evidence of learning is gathered by the geography subject leader through learning walks, book looks and pupil voice. Outcomes are used to inform curriculum development, using the Spiral Enquiry model.
- INSETS are used to support teachers in delivering high quality lessons.
- Pre and post assessment tasks are planned for each geography unit with regular, low-stakes retrieval practice and class mind maps.
- Formative teacher assessment and marking takes place in each individual lesson and can be given verbally, including fieldwork.

**Whole school Geography topic overview:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	All about me Black History	Transport Autumn Christmas	Food Winter	Dinosaurs Spring Easter	Global Goals week Plants	Animals and habitats Summer
<b>Year 1</b>	History – see HTSS History curriculum overview	Our Local Area	People and their Communities	History– see HTSS History curriculum overview	Global Goals week Animals and their Habitats	History– see ‘ HTSS History curriculum overview’
<b>Year 2</b>		Weather and Seasons	Our Wonderful World		Global Goals week Journeys: Food	



<b>Year 3</b>	Weather and Climate	Our World	Global Goals week Our Coast	
<b>Year 4</b>	The Americas	Rivers and the Water Cycle		Global Goals week Earthquakes and Volcanoes
<b>Year 5</b>	Changes in our Local Environment	Europe – A Study of the Alpine Region		Journeys: Trade
<b>Year 6</b>	South America – The Amazon	Protecting the Environment		Our World in the Future

**Geography whole school long-term plan:**

Year group	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<b>People, culture &amp; communities:</b> Sharing their cultures; maps of the school and local area	History – see 'HTSS History curriculum overview'					



<p><b>Autumn 2</b></p>	<p><b>People, culture and communities:</b> Transport maps in the local area Winter and Christmas celebrations – sharing cultures</p>	<p><b>Our Local Area – Camden Market</b></p> <p><b>Big Question:</b> What is it like where we live?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Fieldwork</li> <li>Place Knowledge</li> </ul> <p>Use simple compass directions, locational and directional language to describe the location of features and routes on a map</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>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.</p>	<p><b>Weather and Seasons</b></p> <p><b>Big question:</b> What are seasons?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Human and Physical Geography</li> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<p><b>Weather and Climate</b></p> <p><b>Big question:</b> Why is climate important?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Place Knowledge</li> <li>Human and Physical Geography</li> </ul> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts</p>	<p><b>The Americas</b></p> <p><b>Big question:</b> Can you come on a Great American road trip?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Place Knowledge</li> <li>Locational Knowledge</li> </ul> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North America</p>	<p><b>Changes in our Local Environment</b></p> <p><b>Big question:</b> How is the UK changing?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Human and Physical Geography</li> <li>Locational Knowledge</li> </ul> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><b>South America – The Amazon</b></p> <p><b>Big question:</b> What is life like in the Amazon?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Place Knowledge</li> </ul>
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<p><b>Spring 1</b></p>	<p><b>People, culture and communities:</b> Sharing food from different cultures – look at some key celebrations Cooking focus</p>	<p><b>People and their Communities</b></p> <p><b>Big Question:</b> Where in the world do these people live?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> </ul>	<p><b>Our Wonderful World</b></p> <p><b>Big question:</b> What are the wonders of our world?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Place and Locational Knowledge</li> </ul> <p>Name and locate the world's 7 continents and 5 oceans The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>As well as the countries, continents and oceans studied at this key stage</p>	<p><b>Our World</b></p> <p><b>Big question:</b> Where on earth are we?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> </ul> <p>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</p>	<p><b>Rivers and the Water Cycle</b></p> <p><b>Big question:</b> How does the water go around and round?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Human and Physical Geography</li> </ul> <p>Describe and understand key aspects of: physical geography, including: rivers, mountains and the water cycle</p>	<p><b>Europe – A Study of the Alpine Region</b></p> <p><b>Big question:</b> Where should we go on holiday?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Place Knowledge</li> </ul> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p>	<p><b>Protecting the Environment</b></p> <p><b>Big question:</b> Are we damaging our world?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>Geographical skills and Fieldwork</li> </ul> <p>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</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
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<p><b>Spring 2</b></p>	<p><b>People, culture communities:</b> Talk about different ways people celebrate Spring &amp; Easter</p>	<p>History – see ‘HTSS History curriculum overview’</p>					
<p><b>Summer 1</b></p> <p><b>*WHOLE SCHOOL GLOBAL GOALS WEEK</b></p>	<p><b>People, culture and communities:</b> Describing plants in local area and making maps Look and plants and wildlife in other countries</p>	<p><b>Animals and their Habitats</b></p> <p><b>Big question:</b> Where do our favourite animals live?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>• Locational Knowledge</li> </ul>	<p><b>Journeys - Food</b></p> <p><b>Big question:</b> Where does our food come from?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>• Place Knowledge</li> <li>• Locational Knowledge</li> </ul> <p>Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production</p> <p>Use locational and directional language (e.g. near and far) to describe the location</p>	<p><b>Our Coasts</b></p> <p><b>Big question:</b> Do we like to be beside the seaside?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> </ul> <p>Identify 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.</p>	<p><b>Earthquakes and Volcanoes</b></p> <p><b>Big question:</b> How does the Earth shake, rattle and roll?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> </ul> <p>To be able to locate countries in Europe and the world using maps. To be able to locate major cities in North and South America</p> <p>To be able to identify key topographical features</p>	<p><b>Journeys - Trade</b></p> <p><b>Big question:</b> Where does all our stuff come from?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> </ul> <p>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</p>	<p><b>Our World in the Future</b></p> <p><b>Big question:</b> How will our world look in the future?</p> <p><b>Main Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>• Human and Physical Geography</li> </ul> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America</p>



			of features and routes on a map.		<p>To be able to 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).</p> <p>To be able to describe and understand key aspects of physical geography,</p> <p>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>		
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Summer 2	<b>People, culture communities:</b> Looking at people who look after animals—maps of farm, zoo	History – see ‘HTSS History curriculum overview’
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**Progression of Geographical skills:**

This table demonstrates what a typical HTSS geographer will look like at the end of each year, combining the key skills and knowledge they will require.

What HTSS geographers can do by the end of each year group:	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	Begin to locate Scotland, England, Wales, Northern Ireland and London on a map when reading stories Naughty Bus	Can locate some major cities, oceans and continents on a UK and world map.  Can use a world map, atlas or globe to name and locate the seven continents and five oceans.  Can start to name most of the nations and capitals of the UK.	Can identify and name the relevant continents.  Can name the capitals of the UK.  Can use an atlas to name and locate on a map the four countries and capital cities of the UK.	Can indicate tropical, temperate and polar climate zones on a globe or map.  Know about the continents and countries of the world and the ‘countries’ and ‘continents’ on the world map they have made.	Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere.  Can relate continent, country, state and city. Can identify states in North America using a map.	Can describe key physical and human characteristics and environmental regions of Europe.  Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change	Can locate cities, countries and regions of South America on physical and political maps.  Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin).



What HTSS geographers can do by the end of each year group:	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.</p>		<p>Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them.</p> <p>Can identify on a globe or map the position of the Prime/Greenwich Meridian.</p> <p>Can describe the significance of latitude and longitude.</p> <p>Can locate and describe some human and physical characteristics of the UK.</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can</p>	<p>Can use a map to locate some states of the USA.</p> <p>Can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.</p> <p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Can describe and compare the physical and human</p>	<p>(e.g. season to season).</p>	<p>Can identify and locate a national or international environmental issue and explain why it is an issue.</p> <p>Can name and locate types of industry in the area and give reasons why they have changed over time.</p> <p>Can describe and give reasons for local land use and suggest how this might change in the future.</p> <p>Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.</p>



What HTSS geographers can do by the end of each year group:	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>locate where they live/have visited in the UK.</p> <p>Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude.</p> <p>Can talk about time zones and day and night.</p>	<p>characteristics of some regions in North or South America.</p> <p>Can offer explanations for the similarities and differences between some regions in North or South America.</p> <p>Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.</p>		
<b>Place Knowledge</b>	<p>Compare the weather over Christmas in the UK to overseas.</p> <p>Investigate patterns and changes to trees during the four seasons.</p> <p>Begin to know their street name and door number.</p>	<p>Can describe in some detail the local area and distant locations' features using images to support answers.</p> <p>Can compare the local area to distant locations.</p>	<p>Can demonstrate locational awareness, name their local area, and that they live in the UK.</p> <p>Know that weather can be different in</p>	<p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).</p>	<p>Can identify and sequence a range of settlement sizes from a village to a city.</p> <p>Can describe the characteristics of settlements with different functions.</p>	<p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p>	<p>Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.</p> <p>Can illustrate how human activity is</p>



What HTSS geographers can do by the end of each year group:	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Know that people do jobs and that where they live might affect this.</p> <p>Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</p>	<p>different parts of the UK.</p> <p>Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</p>		<p>Can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Offer explanations for the similarities and differences between some regions in North or South America.</p> <p>Can describe how the human and physical characteristics are connected for one or two regions in North or South America.</p>	<p>Can describe how a (local) region has changed and how it is different from another region of the UK.</p> <p>Can give information about a region of Europe and its physical environment, climate and economic activity.</p> <p>Know that human activity is influenced by climate and weather and can give examples.</p> <p>Can describe hazards from physical environments and their management, such as avalanches in mountain regions.</p>	<p>influenced by climate and weather.</p> <p>Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).</p>
<b>Human and Physical Geography</b>		Show limited awareness of weather differences.	Know the four seasons and the correct order and	Can indicate tropical, temperate and polar climate zones on a	Can describe the water cycle in sequence, using	Can describe how a mountain region was formed.	Can begin to explain how climate and vegetation are



What HTSS geographers can do by the end of each year group:	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Can describe which continents have significant hot or cold areas and relate these to the poles and equator.</p> <p>Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.</p> <p>Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator.</p> <p>Can make comparisons when prompted with the</p>	<p>identify seasonal and daily weather patterns in the UK.</p> <p>Know that weather can be different in different parts of the UK.</p> <p>Start to give reasons why the UK has the weather it does (e.g. wind).</p>	<p>globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Can describe how physical processes can cause hazards to people.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.</p>	<p>appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>Can give reasons why physical processes can cause hazards to people.</p> <p>Can describe a volcano, volcanic eruption and an earthquake.</p> <p>Can describe the characteristics of settlements with different functions.</p>	<p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps).</p> <p>Can describe how food production is influenced by climate.</p>	<p>connected in biomes, e.g. the tropical rainforest.</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest).</p> <p>Can compare the Amazon and Alpine regions, identifying similarities and differences.</p> <p>Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Can identify and justify deforestation as an environmental issue.</p>



What HTSS geographers can do by the end of each year group:	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>weather in your area.</p> <p>Identify seasonal weather patterns.</p>		<p>Can describe the characteristics of (UK) settlements with different functions.</p>		<p>Know that products we use are imported as well as locally produced.</p>	<p>Can describe where our energy and natural resources come from.</p> <p>Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).</p>
<b>Geographical Vocabulary</b>	<p>Begin to use the language left and right appropriately to describe movement and direction.</p>	<p>Know about the local area and can name and locate key landmarks.</p> <p>Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.</p> <p>Can describe the physical and human geography of a distant place.</p> <p>Can recognise a natural environment</p>	<p>Can identify multiple weather types.</p> <p>Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).</p> <p>Write sentences about different weather types using good vocabulary.</p> <p>Can talk with confidence about</p>	<p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p>	<p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p>	<p>Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</p> <p>Can name our energy sources and natural resources.</p> <p>Can describe and understand a range of key physical processes and the resulting landscape features.</p>	<p>Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).</p>



What HTSS geographers can do by the end of each year group:	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		and describe it using geographical vocabulary.	human and physical environments, such as farmland, the local area or further afield. Can give reasons for choices.				
<b>Geographical Skills and Fieldwork</b>	<p>Follow directions (Up, down, left/right, forwards/backwards).</p> <p>Explore maps and globes.</p> <p>Draw simple features they observe in their familiar environment.</p> <p>Use everyday language to describe features eg bigger, smaller than.</p>	<p>Can use a world map, atlas or globe to recognise and name some continents and oceans.</p> <p>Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.</p> <p>Can use a wall map or atlas to locate and identify countries taught in the unit.</p> <p>Know about the local area and can name and locate key landmarks.</p>	<p>Can locate the UK and name the countries of the UK.</p> <p>Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p> <p>Can use atlas, map or globe to locate some wonders (of the world).</p> <p>Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</p>	<p>Can use the zoom function of a digital map to locate places and gather information.</p> <p>Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them.</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK.</p>	<p>Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.</p> <p>Can use a map to locate some states of the USA.</p> <p>Can relate continent, country, state and city. Can identify states in North America using a map.</p> <p>Can use the zoom function of a digital map to locate places.</p>	<p>Can locate and describe several physical environments in the UK.</p> <p>Can locate the UK's major urban areas.</p> <p>Can use maps to locate the Alps and identify the physical features of the region.</p> <p>Can use base maps to create their own maps of the Alpine region.</p> <p>Can use maps to locate places and countries that locally</p>	<p>Can locate Brazil and the Amazon Basin and River and describe features studied.</p> <p>Can use a range of resources to locate national and global environmental issues.</p> <p>Can use digital maps to investigate and describe features of an area.</p> <p>Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and</p>



What HTSS geographers can do by the end of each year group:	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Can use appropriate language when talking about maps and locations.</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>Know about the local area and can name and locate key landmarks.</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p>	<p>Can use and understand basic weather symbols.</p> <p>Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</p> <p>Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</p>	<p>Can use directional language and grid references when talking about locations.</p> <p>Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.</p>	<p>Can use the zoom function of a digital map to locate places.</p> <p>Can give direction instructions up to eight compass points.</p> <p>Can make a map of a route with features in the correct order and in the correct places.</p> <p>In a group, can carry out fieldwork in the local area selecting appropriate techniques.</p>	<p>available products come from.</p> <p>Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).</p> <p>Can use fieldwork to investigate key questions and begin to answer them.</p> <p>Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps.</p> <p>Can record/list products available locally and say whether they are produced locally and/or imported.</p>	<p>conventions (e.g. compass directions, symbols).</p> <p>Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.</p> <p>Can make sketch maps of the local area using symbols, a key and a scale.</p> <p>Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key.</p>



What HTSS geographers can do by the end of each year group:	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.



## \*The Global Goals week: a whole school event, Summer 2

### Intent

The Global Goals Week gives pupils and teachers an opportunity to start a conversation about embedding sustainability throughout learning. This helps enable their curriculum learning and understand their purpose in this world through understanding global citizenship.

The week aims to:

- Raise awareness of the importance of sustainable development
- Embed sustainability and social responsibility across all learning
- Link teaching, learning, and assessment to local and global concerns
- Prepare pupils with the knowledge, skills, and attributes to tackle the world's greatest challenges

### Implementation

Each year group has their first lesson focusing on the goals as a whole to understand the variety of goals that are trying to be achieved. For the rest of the week, the children dive into their specific Global Goal and understand the complexities our world is facing within that goal.

### Impact



Children will be taught Geography every day during Global Goals week as a discrete lesson. Story times compliment learning with a Global Goals focus. Friday's class-led Collective worship is used to show case work and learning, along with display boards in school.

YEAR	GLOBAL GOAL		Suggested books for class story times
Reception	Life below water	Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development  Find out more about <a href="#">Biodiversity and ecosystems</a> .	Where's the starfish? By Barroux  Alba, the hundred-year-old fish By Lara Hawthorne



Year 1	<b>Life on Land</b> 	<b>Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</b>  Find out more about <a href="#">Sustainable forestry</a> .	<b>Where's the Elephant? By Barroux</b>
Year 2	<b>Clean water and sanitation</b> 	<b>Goal 6: Ensure availability and sustainable management of water and sanitation for all</b>  Find out more about <a href="#">Water and sanitation</a> .	<b>Lila and the Secret of Rain by David Conway</b>
Year 3	<b>Sustainable Cities and Communities</b> 	<b>Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable</b>  Find out more about <a href="#">Urban development</a> .	<b>The Curious Garden by Peter Brown</b>  <b>Our Tower by Joseph Coelho</b>  <b>City Green by DyAnne DiSalvo-Ryan</b>
Year 4	<b>Affordable and clean energy</b> 	<b>Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all</b>  Find out more about <a href="#">Energy</a> .	<b>Energy Island by Allan Drummon</b>



Year 5	Climate Action 	Goal 13: Take urgent action to combat climate change and its impacts Find out more about <a href="#">Climate change, disaster risk reduction and desertification</a> .	The Journey Home by Fran Preston Gannon
Year 6	Gender Equality 	Goal 5: Achieve gender equality and empower all women and girls Find out more about <a href="#">Gender equality</a> .	Nasreen's Secret School: A True Story from Afghanistan by Jeanette Winter  Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly and Laura Freeman