Geography

Intent: The School, Plympton and Plymouth are placed at the centre of our geography curriculum. The focus is on an understanding of where you live before moving outwards in concentric circles to the UK, Europe and then the world beyond. Key enquiry questions form the basis of geography modules and enable the meaningful context for geographical enquiry.
The NC content of skills and knowledge are progressively planned across all year groups and forms the basis for an ambitious curriculum that is planned to enable children to develop as geographers.
We deliver this by ensuring that knowledge is taught to be remembered, not merely encountered, therefore we use retrieval practice to support this and ensure the essential 'milestones' of each subject are taught and embedded. Planning provides the opportunity to embed previous learning or 'overlap of learning'. 'What we know' activities at the beginning of the unit activate children's prior knowledge in relation to substantive themes and supports them to make connections with previous and new learning. Our enquiry main and key questions are then shared with children and at the end of the unit, our assessments focus on learning in relation to these questions. These assessments are then feedback to previous year group teachers to inform and improve their planning effectiveness.
Knowledge organisers are also shared to support home learning and to pre-teach the knowledge that will be taught in the unit.
Assessments are made using the final assessment opportunity and retrieval grids formatively assess understanding as we move through units.

Boringdon Primary School's Geography Progression Grid

Year group	**Year 3**	**Year 3**	**Year 4**	**Year 4**
Unit of work	**UK rivers, seas and land use**	**Coasts**	**Antarctica**	**Rainforests**
Substantive themes				
Landforms	To name the features of a river as it flows from Source to mouth. - Waterfall, tributary, estuary, flood plain, meander.	To be able to describe the key landforms of the coast - Bay, headland, Cave, cliffs, stack ,stump and arch-and how they are formed.	To be able to describe the landforms of Antarctica -Ice cap, Cold desert, Icebergs, Mountains and Volcanoes	To be to locate and describe the Landforms of the Amazon and Congo rainforest.- Amazon basin Rainforest Savannah Grasslands

				and Waterfalls
Climate	To know that the amount of rainfall in a given area will impact the rate at which a river erodes its banks. To know that huge amounts of rainfall at any given time can lead to a river bursting its banks.	To understand how the climate impacts the weathering process and contributes to coastal erosion.	To be able to describe the climate of Antarctica and compare it with the climate of the Sahara.. To know that the lack of sunlight at certain times of the year means that it is one of the coldest places on Earth. To know that Antarctica is a desert which means that there is very little rainfall. It is one of the driest areas on Earth. To be able to explain how the topography of the landscape impacts the ice cap.	To Understand how climate affects both the landscape of the Amazon and Congo rainforest and the plants and animals that can live there; Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall. Explain what the positioning of Congo and the Amazon rainforests (between the tropics and the equator) tells us about the climate of both places.
Processes	To know the features of the river Plym as it flows downwards from high ground to the sea. Eg Source, mouth. To be able to explain the processes of erosion, deposition and transportation	To know that erosion is when waves have a force that can change the shape of the rocks on the coast. Erosion can also occur from weathering. To know that weathering includes snow, rain, hail and wind. To describe the changes in coastlines over time (impact of erosion/human impact)	To be able to describe the way in which global warming is impacting the Antarctic ice sheet.	
Sustainability		To know that human activity has an impact on the coastline both positively eg: the building of flood barriers and negatively in the way in which humans pollute the coastline. Oil is a type of pollutant Litter thrown overboard from vessels pollutes the sea The sea current washes the litter on		

		to the seashore Marine litter is traditionally known as flotsam and jetsam Marine litter is unpleasant and poses a threat to wildlife Beach litter includes plastic packaging, glass, polystyrene, fishing nets, fishing line, cans, nappies, wood and paper Some of the rubbish on our beaches comes from ships and even other countries, about 39% is actually left behind by people visiting the beach. Anything we tip down our drains can also end up in the sea		
Disciplinary Concepts				
Place NC			To explain why Antarctica is a desert. To be able to compare the desert of Antarctica with the Sahara desert. To be able to explain how the topography of the landscape impacts the ice sheet.	To be able to describe the flora and fauna of a rainforest environment. Name and describe the different layers of a rainforest.
Space	Children to be able to describe how a river can change the formation of the land overtime.	Children describe the changes in coastlines over time (impact of erosion/human impact)	To describe Antarctica as a continent located in the southern hemisphere, around the south pole. It is the farthest continent from the equator.	To be able to describe the flora and fauna of a rainforest environment.
Scale	To name rivers locally, nationally and internationally.	The UK coastline covers over 7, 723 miles because we are an island.	Antarctica is the 5th largest continent. It is 40% larger than Europe and covers 5.5.million square miles.	Rainforest areas cover 6% of the earth's surface. The Amazon rainforest is the largest tropical rainforest and it covers 5.5 million square kilometres. The UK and Ireland would fit into it over 17 times.

Environmental, impact and sustainability		To describe how human activity can also change the coastline.	Explain how human activity is contributing to climate change on the Antarctic Ice cap.	Describe the impact of human activity such as deforestation and the increased use of fossil fuels is having on the Amazon basin. .
Interconnection				
Locational Knowledge **Use of CLOCC progression**	To use an atlas to name and locate the 3 largest rivers of the UK and the rest of the world. To locate the river Plym and describe which rivers and seas it flows into.	To Identify the South West, Devon and Plymouth on a map of the UK.	To describe the location of Antarctica in terms of hemisphere, latitude and the seas that surround it. To know what makes Antarctica a unique continent it has no countries and no permanent residents.. To know that Antarctica is located with the Ring of Fire.	To locate the Amazon and Congo Rainforests on a map of South America and Africa. To be able to identify the lines of latitude that cross both regions eg Equator, tropic of cancer and capricorn, and explain the significance of this. To be able to name countries that each rainforest spans across.
Human and physical geography	Describe the stages of the hydrological cycle and explain the important role that rivers play in it	Describe ways in which coastlines are being impacted by human activity both good and bad.	To name, locate and describe the mountains and volcanic areas of Antarctica with a focus on Mount Vinson and Mount Erebus	Climate zones Biomes and vegetation belts
Skills and fieldwork				
Use maps and globes **Maps used** (Geographical skills)	Maps, atlases, globes and OS maps Use books, stories, atlases, pictures/photos and the internet as sources of information. Collect and record evidence	Maps, atlases, globes and digital/computer mapping	Maps, atlases, globes and digital/computer mapping	Maps, atlases, globes and digital/computer mapping
Use of keys in map work		Map symbols and key		Map symbols and key

OS Map s…				
Compass directions (Geographical skills)	To use 4 figure grid references to plot the course of a river and to locate human features along it To use four compass points to describe and locate features on an OS map.	Eight points of compass Map symbols and key Talk about the location of features on a map using cardinal directions: North, South, East, West	To describe (using 8 compass points) how you might get from Mount Erebus (in F2) to Amery Ice Shelf (in I6)	Eight points of compass Map symbols and key Talk about the location of features on a map using cardinal directions: North, South, East, West
Aerial photographs and plans, construct maps and key	Digital/computer mapping Map symbols and key To Use aerial photos and OS maps to track the course of the River Plym form source to mouth.	Digital/computer mapping Eight points of compass Map symbols and key	To use aerial photographs of Antarctica to explain the effects of global warming. Children explore Scott's hut using Google 360 photos.	World biome maps, Climate data charts
Field work	Interpret maps of the world, UK and the South West to find information about the whereabouts of the coastal regions. Interpret simple OS maps to track the course of the River Ply. Identify the the South West, Devon and Plymouth Use books, stories, atlases, pictures/photos and the internet as sources of information. Collect and record evidence	Interpret maps of the world, UK and the South West to find information about the whereabouts of the coastal regions. Compare maps of different locations to talk about similarities and differences, using geographical language eg coastal	Interpret atlas maps to gain more information about Antarctica. To compare climate graphs of Antarctica and the Sahara desert describing the similarities and differences between the two. Compare maps of different locations to talk about similarities and differences, using geographical language e.g. urban, rural, coastal, mountainous Talk about the location of features on a map using cardinal directions: North,	Use the key and symbols to locate the Amazon Rainforest and the Congo Rainforest. Interpreting world biomes maps to describe the distribution of rainforests around the globe. Interpret climate data/charts to understand the climate of the Amazon and Congo Rainforests.

			South, East, West – Explain the purpose of a map and how it would be used	
Vocabulary: An aspect of human and physical geography	Transportation,topological, urban, rural, source, sea, river, continents, county, river, estuary, tributary, topological, seas, oceans, countries source, riverbank, erosion, deposition	Bay, headland, cave,cliff, stack, stump, arch human and physical geography erosion, sea defence, tourism, tides, weathering, eroding, processes, landforms, peninsula, landlocked, coastline,	Settlement, human and physical characteristics. continent, Northern and Southern Hemispheres, population, temperature, research, geographical features, blubber, insulation, environment, polar region, equator, climate, climate change, global warming, ozone layer	continent, equator, tropics (Cancer and Capricorn), hemisphere, climate zone, biome, deforestation, soil erosion, impact, forest floor, understory layer, canopy layer, emergent layer, habitat, diet, species, natives, tribes, woodland, heathland, temperate, tropical, boreal, deciduous, coniferous, environment, temperature