The Victory Primary School

Primary Geography

Information for School Websites

United Curriculum
Primary
Part of United Learning

Principles of the Geography Curriculum

The Victory Primary School follows the United Learning Curriculum for geography which provides all children, regardless of their background, with:

- **Relevant** and **coherent substantive knowledge** of the world that is built gradually using **subject-specific pedagogy** from EYFS to Year 6 and beyond.
- Substantive knowledge – both conceptual and procedural – is selected to build pupils' understanding of three geographical **vertical concepts**:
  - **Space and Place**

    Developing an understanding of space through ideas related to location, distribution, pattern and distance.

    Developing a sense of place and character through ideas related to identity, home, community, landscapes and diversity, and examining a range of case studies from across the globe.
  - **Physical Processes**

    How the Earth's natural processes shape and change the surface of the Earth. This includes both **Geology & Earth Science** aspects, such as the structure of the Earth and physical features we see on the land, as well as **Environmental Science** aspects, such as the weather and our changing climate. Both of these are threaded through the **science** curriculum too.
  - **Human Processes**

    The processes and phenomena that are caused by or relate to people, including out Use of Resources; the distribution and changes to **Population & Communities**; and the features of **Economy & Development**.
- A balanced view of the countries of the world, to address or event preempt misconceptions and negative stereotypes.
- Explicit teaching of core **disciplinary knowledge**, and the ability to approach challenging, geographically-valid questions. Geographical enquiry skills have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is **first taught in mathematics or science**, such as interpreting line graphs or setting hypotheses.
- Opportunities to undertake **fieldwork**, outside the classroom and virtually. Fieldwork is **purposeful**, and either gives pupils the opportunity to explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.

United Curriculum: Geography

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**Marvellous Me / Look at Me** The house and street I live on **It's getting cold / Bears** Weather and habitats around the world **Polar express / Special days** Polar habitats		**Here I am** [Aut 1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork	**Mini Mappers** Studying the human and physical geography of the local area with an introduction to scale and fieldwork	**United Kingdom** [Aut 1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.	**Looking at South America and Brazil** Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro.	**Investigating world trade** [Aut1] Understanding the distribution of the world's natural resources and these are traded between places across the world	**Improving the environment** [Aut 2] Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.
Spring		**Spring in our step** Weather and wildlife in winter and spring	**Where we are** Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features	**Hot and cold deserts** [Spr 1] Locating hot and cold deserts, and identifying common physical and human features	**Volcanoes** Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere	**Tropical rainforests** [Spr 2] Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)	**Looking at North America and Water** Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.	**On the move** [Spr 1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.
Summer	**All creatures great and small 1 / 2** Animals that live in grassland and tropical rainforest habitats, and locating these on a globe	**Where we live** Picture maps and plan views, simple human and physical features **Science detectives** Comparing our community with settlements in Kenya	**There you are** Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya	**Rivers, seas and oceans** Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas	**Looking at Europe and Tourism** [Sum 1] Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas	**Earthquakes and human settlements** Understanding why earthquakes take place and what effects they had in Haiti and Japan	**Climate across the world** [Sum 1] Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.	**I am a geographer** Posing questions, completing fieldwork and presenting a geographical investigation

Most of the case studies used come from the UK, Europe, North or South America, as per the requirements of the National Curriculum. However, teachers may choose to change the highlighted case studies to reflect the interests or backgrounds of your pupils.

Geography in Our Local Context

Geography is taught in 6-lesson units, once a term (Geography alternates with History).

The United Curriculum is sequenced so that meaningful links are made between subjects, and the order of units allows these connections to be made. For example, pupils are taught about the Vikings in Britain in History in Spring 2, so that they can review and build upon knowledge of migration – and consider the push and pull factors behind Viking migration – after they have been taught about migration in Geography in Spring 1.

The United Curriculum for Geography has been adapted for The Victory Primary School by bringing in the geography of our local area and considering the context of our pupils and the community.

For example:

- In Year 1, we consider the local geography of our area by investigating human and physical features in the local area around Paulsgrove. We complete fieldwork, including fieldwork sketches to support our learning.
- In Year 2, we revisit the local geography of our local area and extend our understanding by investigating an environmental issue along Allaway Avenue. We investigate litter in our local area and then in English we compose letters to our local MP's about what we can do as a community.

Progression in Geography

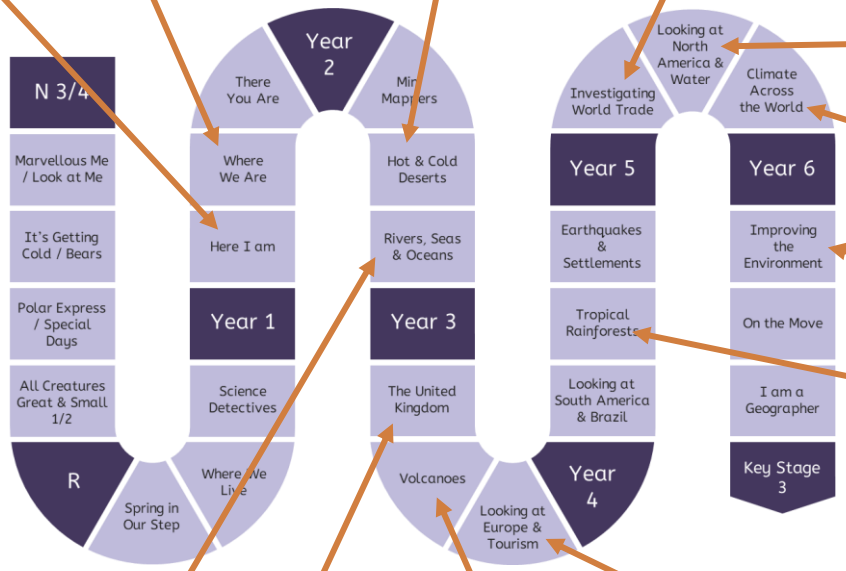
- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
- Forming Judgements
- Decision Making

Human features are man-made. They include settlements, shops, houses and offices.

Rural means countryside, urban means towns and cities.

Human use of land depends on physical features. For example, deserts, where there is little precipitation, settlements are small.

There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. Agriculture has moved from subsistence to commercial so that food can be traded.



Land use around a river changes from the upper course to the lower course, because of how flat the land is and the features around it.

Human use of fossil fuels and other resources (renewable and non-renewable).

Adaptation to and mitigation against climate change.

Human uses of products of the tropical rainforest include wood, food and medicine.

Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging.

Land use is how land is used by humans.

Overfishing is damaging biodiversity in the oceans.

Harbours are found (and ports can be found) where the land meets the sea.

National Parks are a human feature.

Humans make most of land around volcanoes with agriculture.

Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area.

Human impacts can be social, economic and environmental.

Use of Resources

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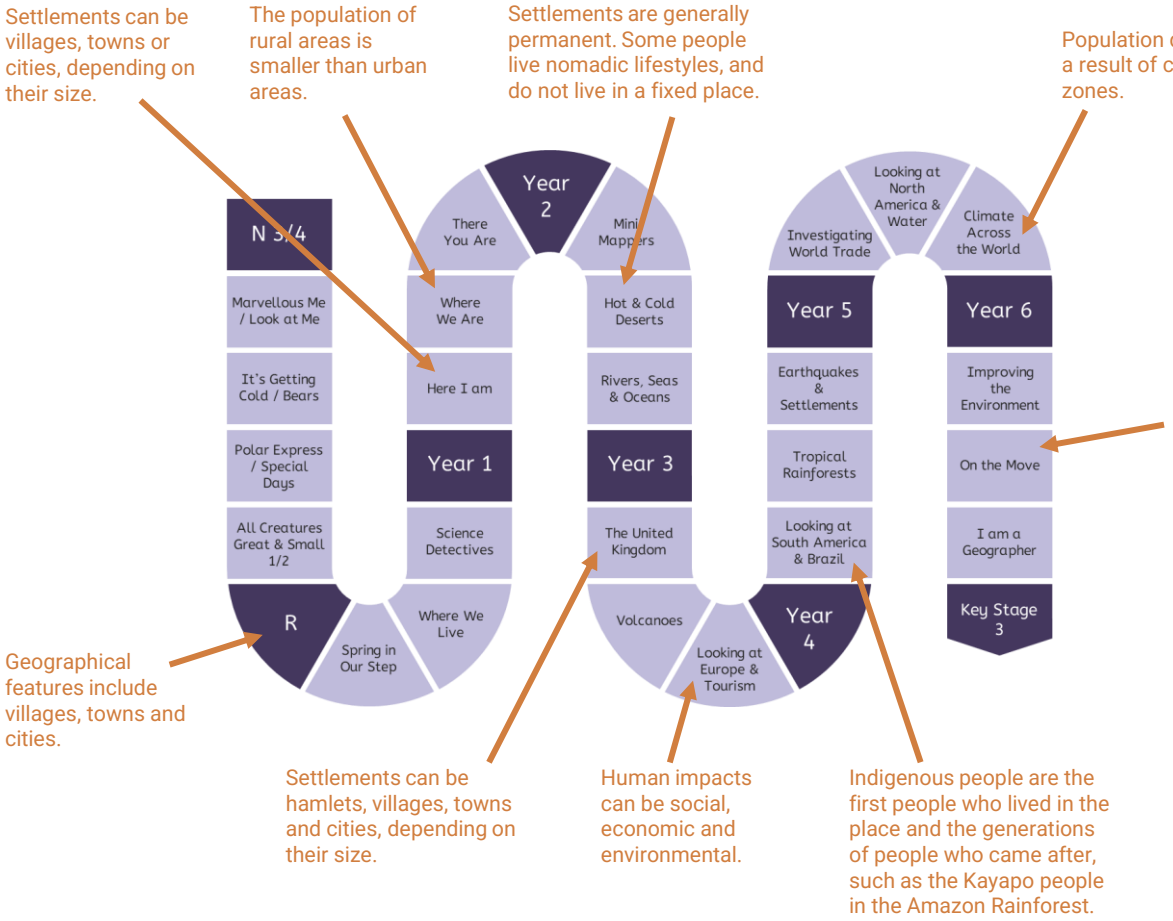

Maslow's hierarchy of needs show what humans need to survive and thrive

Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out).

People migrate because of push and pull factors.

Voluntary migration usually happens because of economic or social factors.

Forced migration happens as a result of life-threatening events, such as conflict or physical disasters.

Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status. Refugees are given international protections and support in settling in a different country.

Human settlements change or develop based on external factors (both human and physical).

Population & Communities

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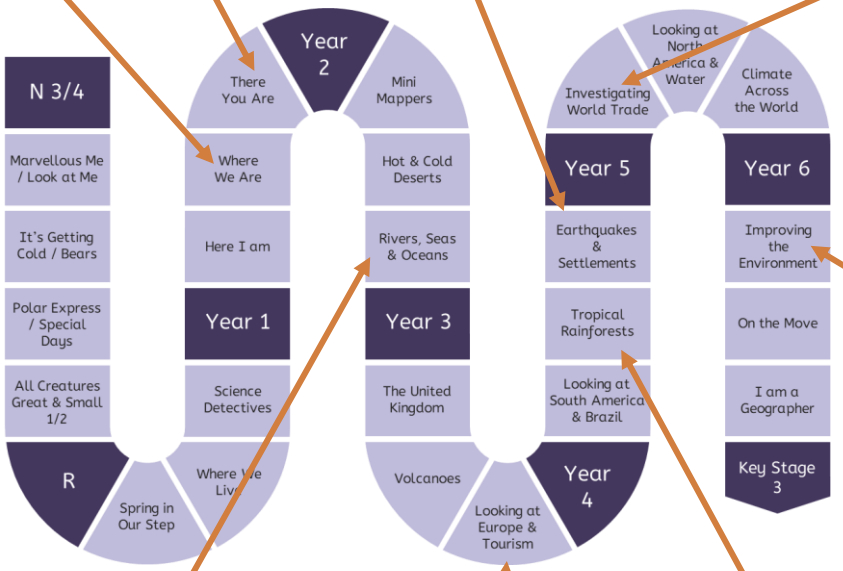
Rural areas include farmland. This can be for either pastoral or arable farming.

There are poorer and wealthier areas in every city.

Countries in the world can be classified as low-, medium-, or high-income countries (LIC, MIC, HICs). They appear in all continents.



People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary.

HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels.

Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country.

Fair trade is a way of making sure that farmers are paid a fair price for the food they grow.

Economic aspects of climate change mitigation and adaptations.

Agriculture is the word used to describe the practice of farming.

Land use can be for economic uses, including agriculture, factories and leisure.

Ports are places where goods to be traded are unloaded and loaded.

Humans use seas and oceans for economic and leisure uses. The main economic use is trade.

Tourism is the business of supporting and encouraging people to visit a place for fun.

Human impacts can be social, economic and environmental.

Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists.

Economy & Development

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We live on the **Earth.**

Physical features occur in nature and include river, forest, **soil**, and hill.

Coastal areas are areas of land that are near the sea. Features in coastal areas include beach, **cliff**, sea and **ocean**.

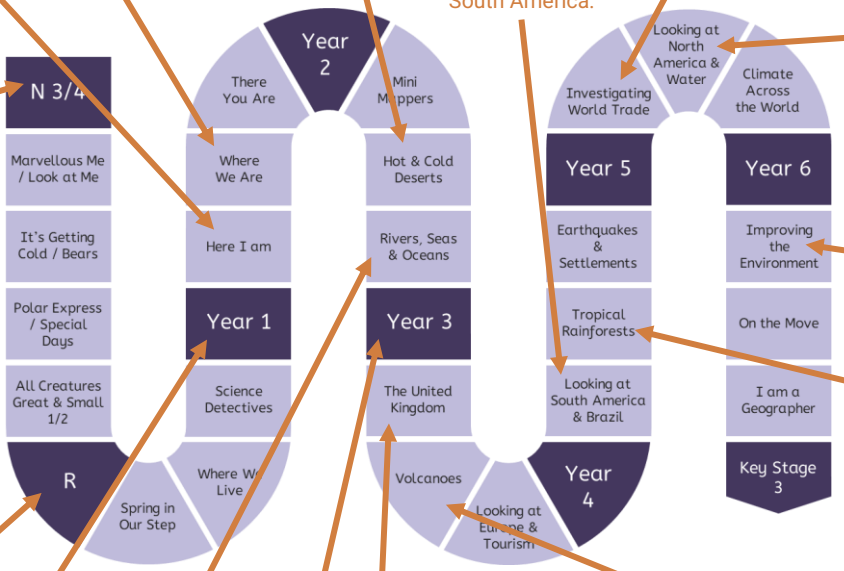
Features of **hot deserts** include rocks, **sand dunes** and **oases**. Features of **cold deserts** include **mountains** and **ice sheets**.

Examples of natural resources include wood, food, water and **fossil fuels**. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items.

Natural resources are unevenly distributed across the world and can be **renewable** or **non-renewable** (finite).

Physical regions of South America.

Describing the natural things in our local area.



The **upper course** of a river is in high, mountainous ground and the river is narrow and fast-flowing; the **lower course** of a river is in low, flat ground and the river is wide and slow-flowing; the **middle course** is between the two.

Rivers **erode**, **transport** and **deposit** to form **waterfalls**, **meanders** and **floodplains**.

Use of fossil fuels to create plastics, and the effects this can have on the Earth.

Physical regions are identified by climate, land height and other physical features.

Geographical features include **beach**, **hill**, **forest**, **river** and **sea**.

Science: Some plants grow in **soil**.

Rivers, **lakes**, seas and oceans are all bodies of water.

Rivers travel from **highland** areas (the **source**) to **lowland** areas (the **mouth**).

Physical features around rivers include **valleys**, mountains, hills and **vegetation**.

There are several **mountain ranges** in the UK.

Science: Much of the solid surface of the Earth is covered in **soil**, which is a mixture of pieces of rock of various sizes and the remains of organisms. Some soil also contains air, water and nutrients. There are three main kinds of rock, **igneous**, **sedimentary** and **metamorphic**, with different composition and properties.

The Earth has four layers. Its upper layer of **tectonic plates** move.

Shield and **composite volcanoes** can form at plate boundaries, which produce lava, pyroclastic flows, ash clouds and lahars.

Soil is rich with nutrients around volcanoes.

Geology & Earth Science

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Science: **Global warming** describes the increase in average temperatures on Earth.

There is air all around us on Earth. Air has **oxygen** in it.

The weather is short-term. **Climate** is long-term summary of the weather conditions.

Precipitation is the fall of water as rain, sleet, snow or hail.

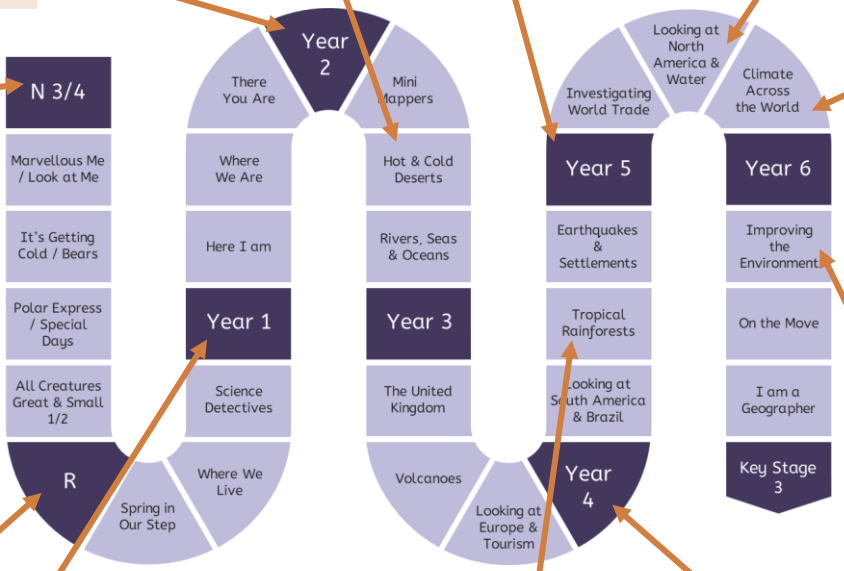
Deserts are places where there is very little precipitation.

Science: There is less and less air further away from the Earth's surface.

The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground.

Water cycle: Evaporation from the air and **transpiration** from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. **Surface runoff** is the flow of water overground; **throughflow** is the flow of water underground.

Types of weather include sunny, rainy, windy, and snowy.



Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains.

Biomes are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts.

The **natural greenhouse effect**, the **enhanced greenhouse effect**, **global warming** and resulting **climate change**.

The increase in frequency of **extreme weather** events like heatwaves and drought as a result of climate change.

Mitigation and **adaptation** are ways that humans can reduce and live with the effects of climate change

We experience different types of weather in different **seasons** (focus on spring and winter).

Science: The weather can change rapidly. The four different seasons have different weather patterns.

The layer of air around the Earth is called the **atmosphere**.

Atmospheric circulation causes some areas on Earth to have higher levels of precipitation than others.

Tropical rainforests are places where there is lots of precipitation.

Science: The water cycle involves **evaporation** of water from oceans and **condensation** of water, which falls as precipitation.

Environmental Science

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The UK is made of four countries: England, Scotland, Wales and Northern Ireland.

The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).

There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica).

Case study: Kenya

Location is a point on a map.

Place is the emotional attachment to a location, developed through character and identity.

Case study: Côte d'Ivoire

North America is located to the west of Europe and is the third largest continent. North America is made up of 23 countries in the Caribbean, Central America, and Northern America.

Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers.

Talk about where I live (e.g. flat/house number, name of street)

Location of UK.

Location of the North Pole and South Pole.

Location of Africa.

Case study: Amazon Rainforest

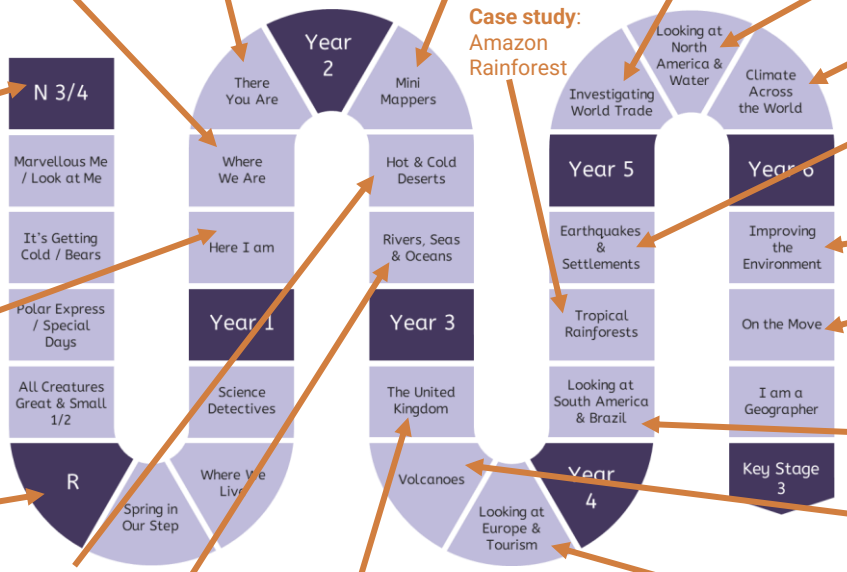
Locating climate zones and biomes.

Case study: Haiti; Japan

Case study: Local area.

Case study: Shetland

Case study: Poland to UK 2004-today; Mexico to USA; Syria to countries in Europe



Location of Kenya.

South America is made up of 12 countries.

Case study: Rio de Janeiro

Hot deserts are usually near the Equator; cold deserts are usually near the North Pole or South Pole.

Case study: Sahara Desert; Antarctic Desert

The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist.

Case study: La Soufriere; Etna

There are five oceans in the world.

The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. The seas around the UK flow into the Atlantic Ocean.

The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland.

England and the UK are split into regions. Regions in England and the UK are split into counties.

There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales).

The three longest rivers in the UK are the Severn, Thames and Trent.

Europe is made up of 50 countries; Russia is split across Asia and Europe.

There are similarities and differences between different places, even if they have similar physical and/or human features.

Case study: Amalfi Coast; Graian Region

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Identify land and water on a map.

Identify country boundaries on a map.

Use photographs of places in oblique view.

The Equator is an imaginary line across the Earth.

Use an infant atlas.

Use and interpret 2 compass points (north and south).

Use and interpret 4 compass points (north, south, east and west).

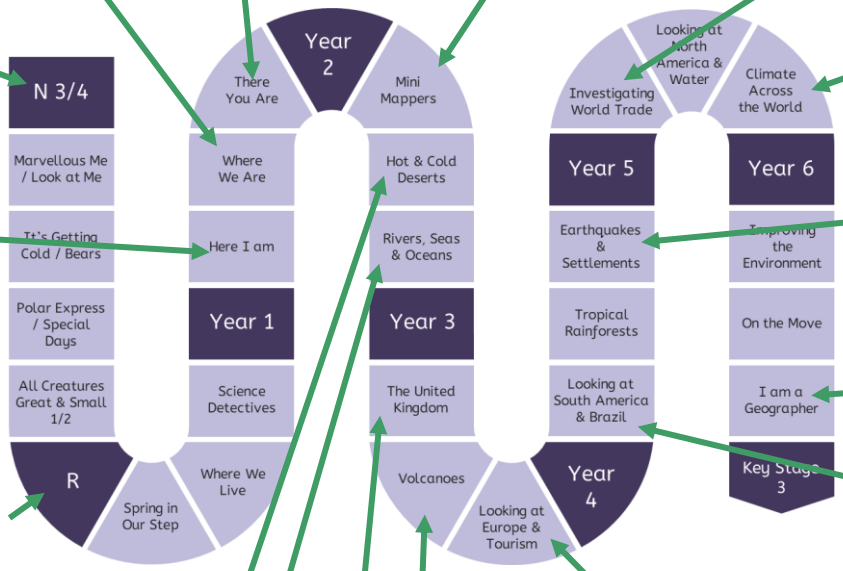
Give and interpret basic OS map symbols.

Locate places using 4-figure grid references on OS maps.

Use a globe to locate places.

The North Pole and the South Pole are at the top and bottom of the Earth.

Use thematic maps (showing climate zones and population density).



Draw a route on a map and label features in correct order.

Use a simple map (Google maps) in a plan view.

Locate places and features using letter and number coordinates on a map.

Locate places and features using 6-figure grid references on OS maps.

Use photographs in objects and features in elevation view (from front).

Use photographs of objects and features in oblique view (from diagonally above).

Use photographs of objects in plan view (from directly above).

Use simple picture maps.

Use a basic key to interpret and identify places on a map.

Use satellite images (Google Earth) in a plan view.

Use aerial photographs of places in a plan view.

Use world maps drawn in Pacific-centred view.

Identify a range of political and physical boundaries.

Use a junior atlas.

Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres.

Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW).

Identify county boundaries on a map.

Know that political maps should human boundaries and features, and physical maps show physical boundaries and features.

Use OS maps.

Use physical maps.

Map Skills

Progression in Geography

- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- **Procedural Knowledge**
- Disciplinary Knowledge
- Enquiry & Fieldwork
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Recognise that our home, our school and our community are at the local scale.

Interpret and give locations and directions using language of left, right, near and far.

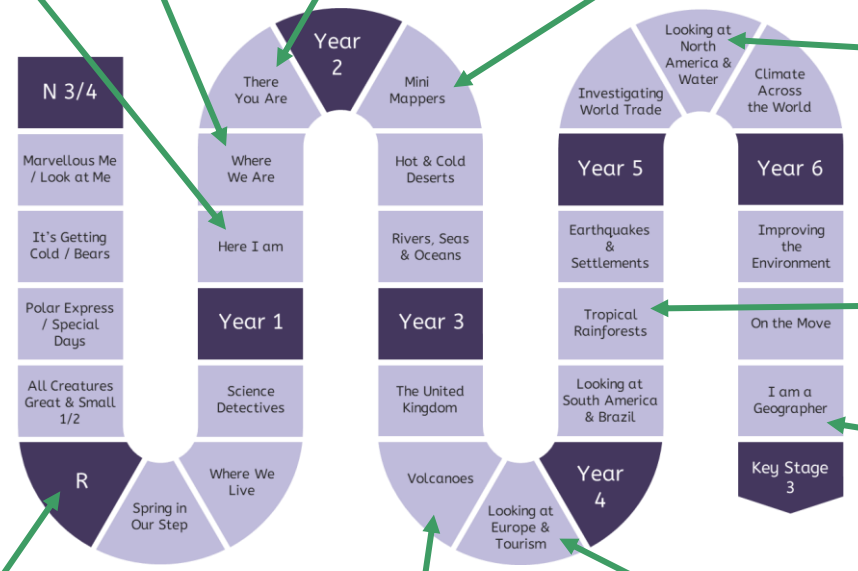
Recognise that our home, our school and our community are at the local scale, UK and countries are at the national scale.

Recognise that our home, our school and our community are at the local scale; UK and countries are at the national scale; and continents are at the global scale.

Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2).

Draw a sketch map of a route with some approximate scale and features in correct order.

Know that scale is used to show size proportionally.



Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units).

Draw an object (trees in the tropical rainforest) to scale.

Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units).

Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations.

Use directional language (not left and right) to describe and interpret directions.

Recognise that drawings are not the same size of features in real life.

Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them.

Recognise that world maps can be drawn from different perspectives, and different perspectives are useful for different tasks.

Say whether a map is at the local, national or global scale.

Spatially match locations on maps of different scales.

Scale & Perspective

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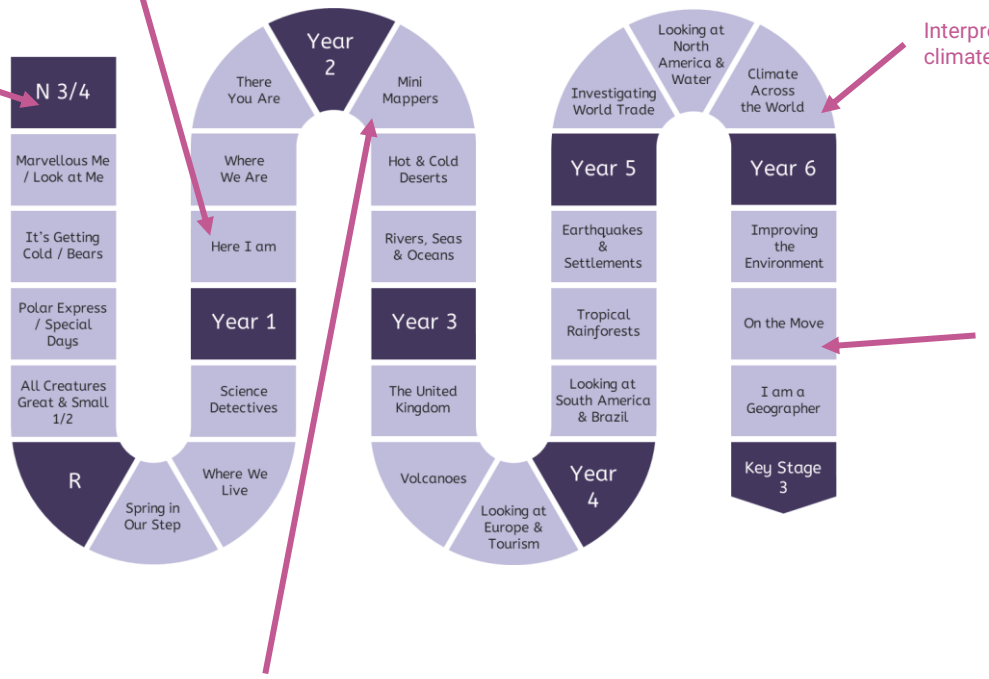
Recognise simple hazards and steps we can take to avoid them.

Draw a basic field sketch of one area.

Observe and name features in the environment.

Show care and concern for living things in the environment.



Interpret and construct climate graphs.

Create questionnaires and surveys.

Produce a detailed risk assessment.

Measuring a route around our school site.

Use an enquiry question to conduct fieldwork on the school site.

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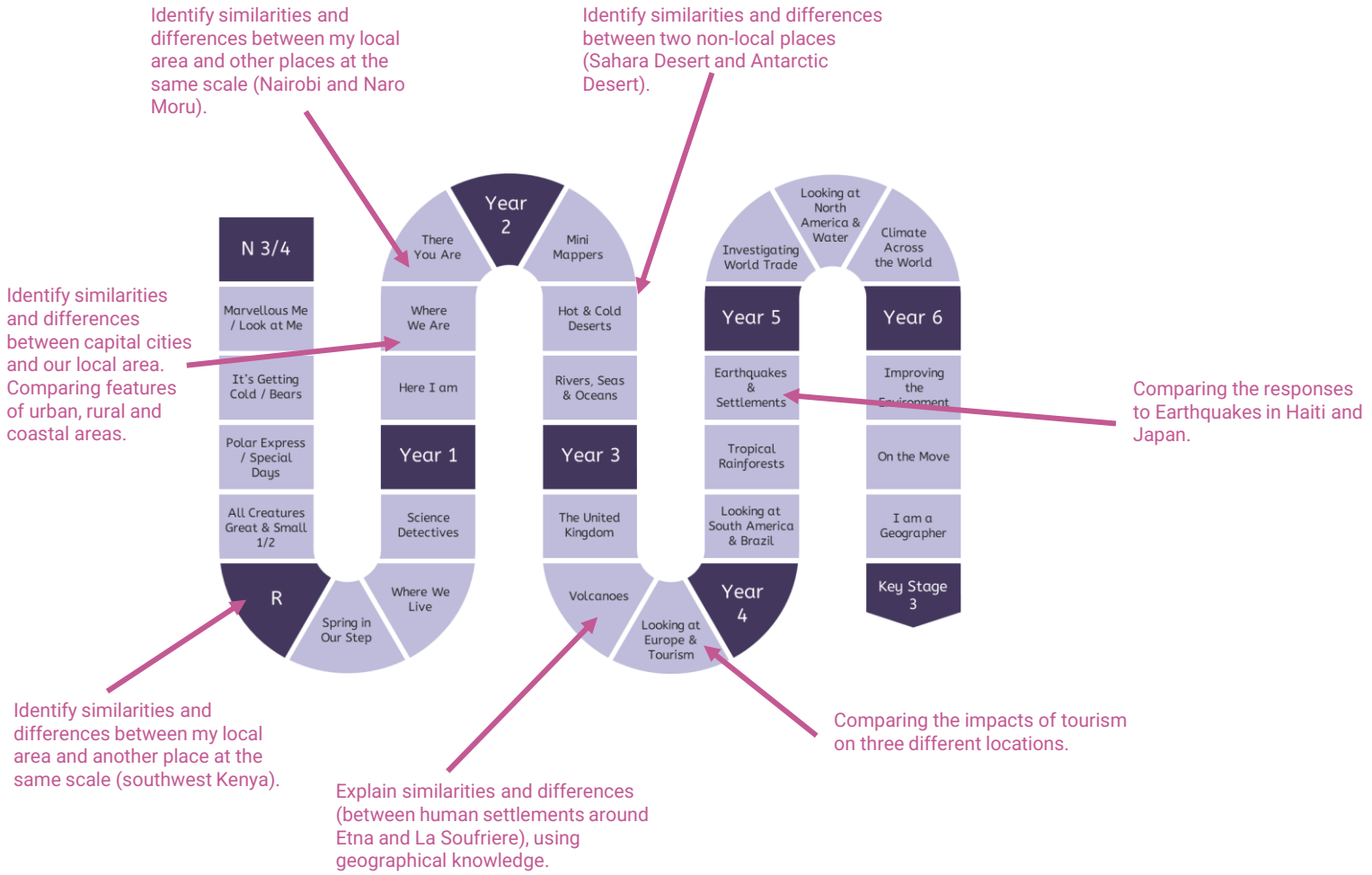

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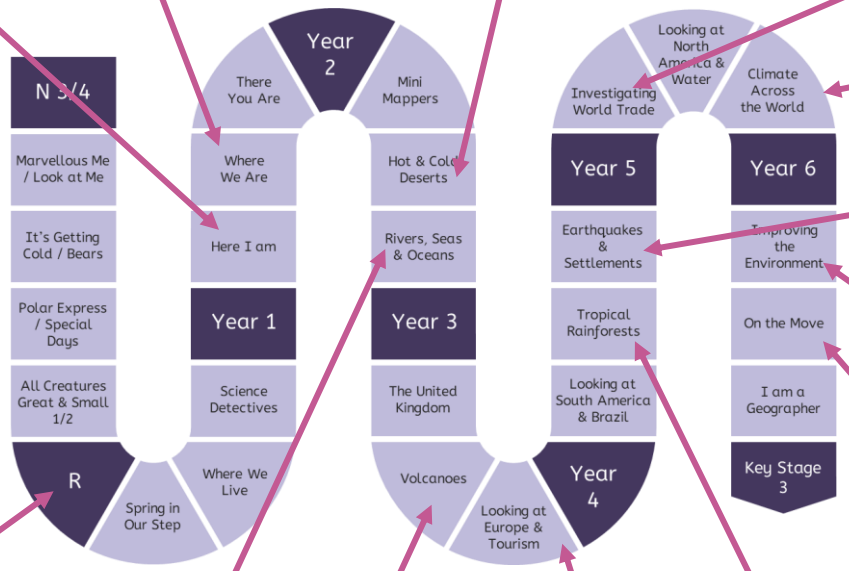
Settlements are influenced by both human and physical features.

Humans are affected by physical features everyday (e.g. weather).

Land use varies due to changes in human and physical features.

Human features are often shaped by physical features.

Climate is long term weather patterns, a physical process, that can be influenced by human activity.



Many places at the local, national and global scale rely on trading with other places across the world.

Climate change and global warming happen due to both naturally occurring events and human activity.

Similarities and differences between LICs, MICs and HICs.

Humans adapt to living in earthquake-prone areas.

Both human and physical processes can affect the climate creating changes which need to be sustainably managed.

Migration is usually the result of a related set of push and pull factors these can be both physical and human factors.

Identifying patterns in the world around us.

Humans can affect and may be influenced by different places and physical processes.

Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species.

Physical features can affect human development e.g. living near volcanoes.

There are similarities and differences between places, even if they have similar physical and/or human features.

Human activity can affect physical features (e.g. deforestation of Amazon).

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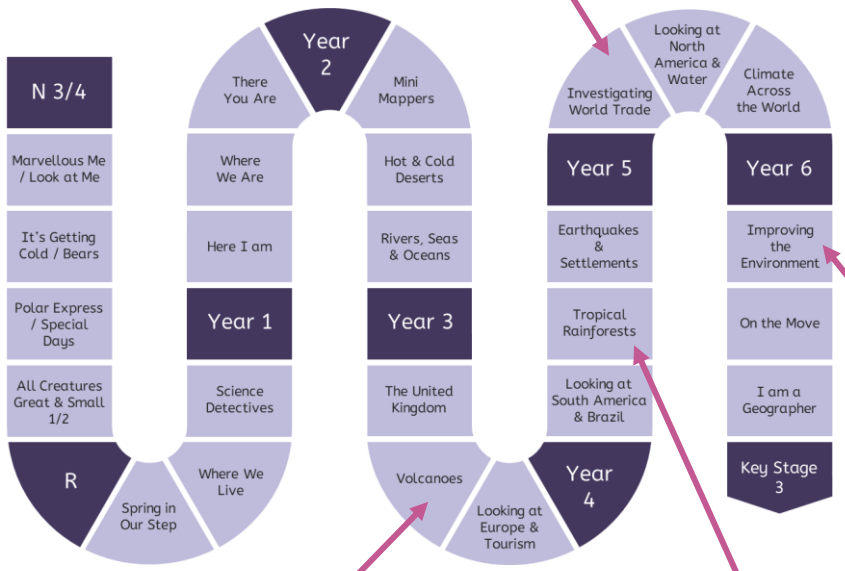

Express opinions about fairtrade (benefits and drawbacks).

Express opinions about environmental issues (Fair Trade) with reasons.

Evaluate responses to environmental issues (UK government's response to plastic waste).

Explain how actions can reduce the impacts of climate change.

Evaluate the positives and negatives associated with living near volcanoes.

Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest).

Alignment to the National Curriculum (KS1)

The below tables outlines where the statutory content from the National Curriculum is <u>first taught</u> across KS1 or KS2. The curriculum has been sequenced so that much of the content is reviewed in subsequent units.

Locational knowledge	
Name and locate the world's seven continents and five oceans	**Y1 Sum:** There you are
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	**Y1 Spr:** Where we are
Place knowledge	
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	**Y1 Sum:** There You Are
Human and physical geography	
Identify seasonal and daily weather patterns in the United Kingdom	**Y1 Aut2 Science**: Seasonal changes
Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Y2 Spr:** Hot and cold deserts
Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and port	**Y1 Aut:** Here I am **Y1 Spr:** Where we are **Y2 Sum:** Rivers, seas and oceans
Geographical skills and fieldwork	
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	**Y1 Sum:** There you are **Y2 Sum:** Rivers, seas and oceans
Use simple compass directions (North, South, East and West)	**Y2 Aut:** Minimappers
Use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map	**Y1 Aut:** Here I am
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	**Y2 Sum:** Rivers, seas and oceans
Devise a simple map; use and construct basic symbols in a key	**Y2 Aut:** Minimappers
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	**Y1 Aut:** Here I am **Y2 Aut**: Minimappers

Alignment to the National Curriculum (KS2)

Locational knowledge	
Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities: • Europe • North America • South America	**Y3 Sum:** Looking at Europe and tourism **Y5 Aut:** Investigating world trade **Y4 Aut:** Looking at South America and Brazil
Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**Y3 Aut:** UK **Y5 Spr:** Looking at North America and water
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime Meridian	**Y4 Aut**: Looking at South America and Brazil
Place knowledge	
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	**Y5 Spr:** Looking at North America and water
Human and physical geography	
Describe and understand key aspects of physical geography including: • Climate zones, biomes and vegetation belts • Rivers • Volcanoes • Mountains • Earthquakes • The water cycle	**Y5 Sum:** Climate across the world **Y5 Spr:** Looking at North America and water **Y3 Spr** Volcanoes **Y3 Aut** UK **Y4 Sum:** Earthquakes **Y5 Spr:** Looking at North America and water
Describe and understand key aspects of human geography including: • Types of settlement and land use • Economic activity including trade links • Distribution of natural resources including energy, food, minerals and water	**Y3 Aut:** UK **Y5 Aut:** Investigating world trade **Y5 Sum:** Investigating world trade; **Y5 Spr**: Looking at North America and water
Geographical skills and fieldwork	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	*[See the last column in Disciplinary Knowledge to see when each map type is introduced]*
Use the eight compass points	**Y3 Aut:** UK
Four-figure grid references	**Y5 Aut:** Investigating world trade
Six-figure grid-references	**Y6 Sum:** I am a geographer
Symbols and key (including OS maps)	**Y3 Aut:** UK
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	**Y2 Aut**: Minimappers; **Y6 Sum**: I am a geographer

Implementation

The implementation of the United Curriculum for Geography reflects The Victory Primary School's broader teaching and learning principles.

For Geography in particular:

- Content is always carefully situated within existing schemas. **For example, map skills cannot be covered in a single task, concepts of map skills are built on methodically and logically over time through careful planning. In early years pupils begin to identify features of their local area, in KS1 pupils apply directional vocabulary to features and by KS2 pupils use map symbols and grid references on OS maps to describe the location of features.**

- Vertical concepts are used within lessons to connect aspects of learning. **For example, when learning about migration, pupils will review population structures, natural hazards and types of settlement when looking at the reasons why people voluntarily or forcibly move from one place to another.**

- Opportunities for extended, scholarly writing appear throughout the curriculum. These have a clear purpose and audience and, crucially, allow pupils to write as a geographer. **For example, after considering the hazards and benefits associated with volcanic activity and the ways in which humans can prepare for volcanic events, pupils write a discussion explaining why they would or would not live near a volcano.**

Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils are keeping up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects. **For example, pupils in year 4 may be asked to talk about the tropical rainforest biome is similar and different to hot and cold deserts, and how these biomes are affected by human activity such as deforestation or migration.**
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit, and can be used to identify any remaining gaps to be filled. **These are generally simple recall questions. Such as key places or features, using map skills, identifying the causes of flooding or the effects of an earthquake.**
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit. **For example, in a unit about improving the environment in Year 6, pupils need to recall knowledge about the effects of climate change and non-renewable energy use and apply this to new knowledge about renewable energy and mitigating the impacts of climate change. This knowledge is assessed in the Pre-Learning Quiz, and teachers can plan to fill any identified gaps.**