Geography at Abingdon Primary School

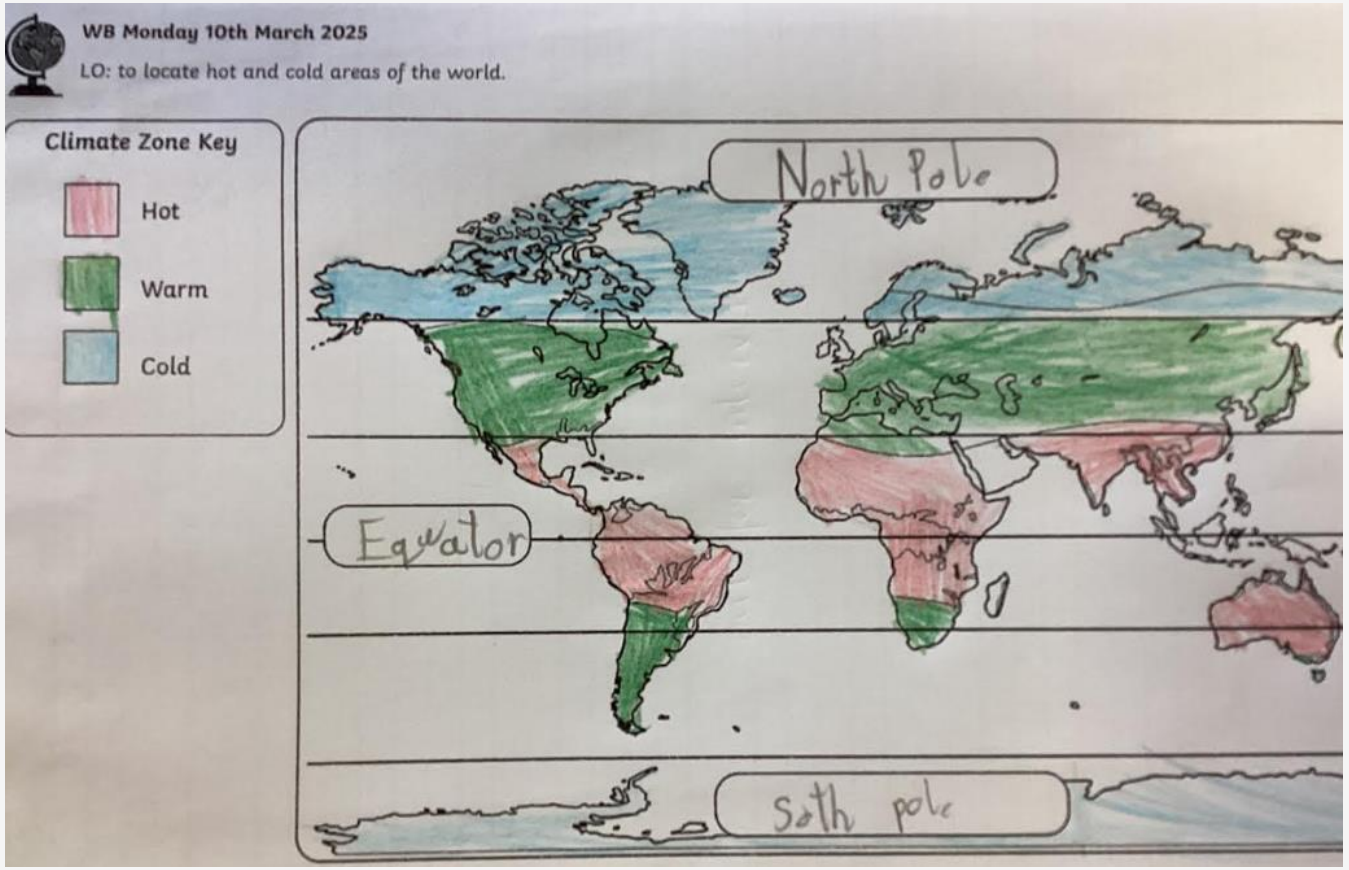
Our Bespoke Drivers

Role Models of all protected characteristics

Accessing our local area and all it offers

The Power of Word

Geography at Abingdon



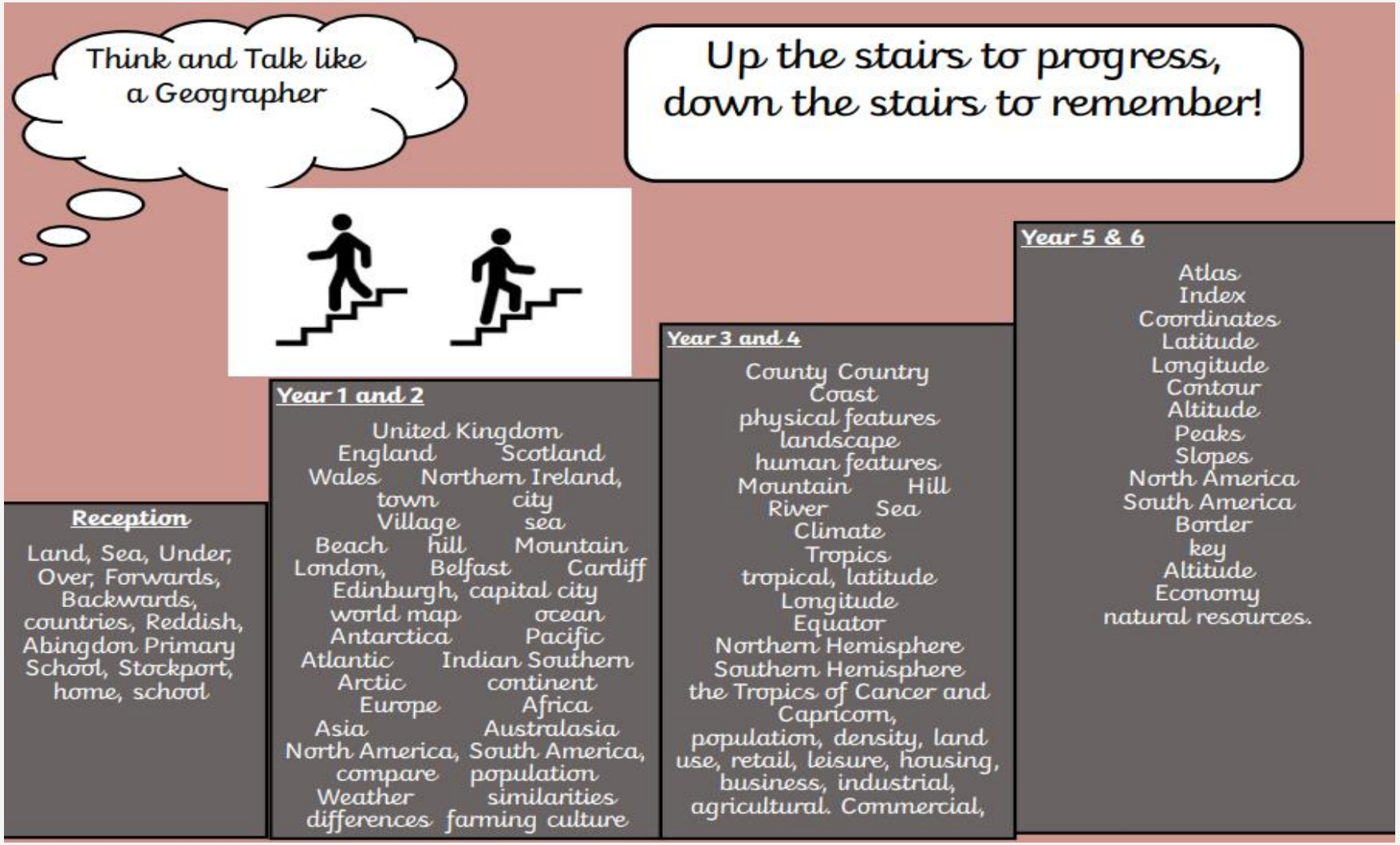
How is Learning Across Our School Sequenced?

ABINGDON PRIMARY SCHOOL – Geography Yearly overview CYCLE A							
CURRICULUM AREA	**FS**	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Autumn	**All about Me! Festivals and Celebrations** Finding our school and the immediate environment. Looking at where Stick Man is. Exploring different countries. We look at seasonal changes, types of houses	**The Great Fire of London** In this History unit we discover The Great Fire of London – what was life like during this time? Linked Geography opportunities – the countries of the UK and their capital cities. We look at how maps of London have changed over time.		**Eureka!** In this History unit we look at the Ancient Greeks – who were they and when did they live? We shall consider their lives, achievements and influence on the western world. Linked Geography opportunities include a study into Greece – where is it in the world? We answer questions such as why the Greeks used and benefited from the Mediterranean Sea. We consider climate and how this would have affected the Ancient Greek way of life.		**Behind Enemy Lines** History – a study of the fundamental World War 2 knowledge – how did this war come about and who was involved? A study to extend children's historical knowledge beyond 1066. Linked Geography opportunities include an investigation into where the significant WWII countries are in the world and their capital cities. Also considered is how Britain's land, farming and coastlines helped Britain to win the war.	
Spring	**When I Grow Up… Who Lives Where?** We look at seasonal changes (winter) and explore different regions – polar, savannah, ocean, farm. We see the similarities between the UK and Kenya and the impact of plastic pollution. Seasonal changes (Spring).	**Sensational Stockport** A Geographical study of our local area, Stockport, including the environment and human and physical features. We shall read maps, locate significant places and question how Stockport has changed. This will include fieldwork to Stockport town centre. History opportunities include a study of significant places such as Bramhall Hall and Stockport Market.		**Globetrotters** In this term's Geography unit, children discover a European country (Spain) with an in-depth study of the city Barcelona. We find out about the human and physical features of the country and locate key landmarks. The children consider the similarities and differences between Catalonia and the UK when reflecting on climate, land use and regional features.		**What a Wonderful World** A Geography themed study of a non-European country in the America's (USA) and a comparison to the UK. In particular, children look at the Mississippi River and the Rocky Mountains – how have these human features affected land use, trade and development and the use of natural resources.	
Summer	**Growth and Change Once Upon a Time** We name and describe familiar plants and look at the Royal Family and London landmarks. We draw real and imaginary maps and look at seasonal changes (summer).	**Going on Safari** A focus on the human and physical Geography, weather patterns, locational knowledge of significant places and changes between a non-European country (a country in Africa) with the UK. Linked History opportunities include a study of significant individuals who have contributed national and international achievements to the shaping of Africa – Nelson Mandela, Jane Goodall		**Tomb raiders** A Historical study of the earliest ancient civilizations (Sumer, the Indus Valley, the Shang Dynasty and Ancient Egypt). An overview of where and when the first civilizations appeared including a more in-depth study of Ancient Egypt. Geography links include finding out where these civilizations where in the world and the significant human and physical features - rivers		**Rotten Romans** A History study of the Roman Empire and its impact on Britain. Linked Geography opportunities include discovering where the Empire began and the land it spread into. We look at the impact the physical landscape had on the Empire – proximity to resources etc	

ABINGDON PRIMARY SCHOOL – Geography Yearly overview CYCLE B							
CURRICULUM AREA	**FS**	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Autumn 1	**All about Me! Festivals and Celebrations** Finding our school and the immediate environment. Looking at where Stick Man is. Exploring different countries. We look at seasonal changes, types of houses	**Down in the Deep, Dark Woods** Geography – we investigate rural Stockport and the North West. How does rural Stockport, such as Reddish Vale, benefit our community? What features would our rural environment need to better suit the area? History – looking at how Reddish has changed over time. Significant individuals are Willian Houldsworth and the Styal family.		**Stones 'n' Bones** A History study of changes in Britain from the Stone Age to the Iron Age. Linked Geography opportunities include finding where Stone Age sites, such as Stonehenge and Skara brae, are. We learn a out how nearby resources, like rivers, helped development.		**Raiders and Traders** An in-depth History study into Britain's settlement by Anglo-Saxons and Scots the looking at the Vikings and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor. Linked Geography opportunities include locating the countries of origin for the Anglo-Saxons and the Vikings.	
Spring 1	**When I Grow Up... Who Lives Where?** We look at seasonal changes (winter) and explore different regions – polar, savannah, ocean, farm. We see the similarities between the UK and Kenya and the impact of plastic pollution. Seasonal changes (Spring).	**Amazing Adventurers/The World** History – pupils will develop their awareness of the past through comparing the lives of significant explorers such as Neil Armstrong, Ibn Battuta, Amelia Earhurt. In Geography children take a trip around the world. The children learn about significant human and physical features in different countries and continents.		**Extreme Earth/The UK** In this Geography unit we learn about the world's natural disasters, specifically the impact volcanoes and earthquakes have on the surrounding areas, people and landscape? How are they formed? When studying The UK, we learn about the countries, cities, regions and counties. We locate these on maps and consider the importance the UK's rivers and mountains have on the surrounding areas.		**Time Travellers** History – a study of a non-European country in contrast to the UK (the Mayans). Linked Geography opportunities include a study of Central and South America, particularly highlighting rainforests and other biomes.	
Summer 1	**Growth and Change Once Upon a Time** We name and describe familiar plants and look at the Royal Family and London landmarks. We draw real and imaginary maps and look at seasonal changes (summer).	**A Taste of India** A geographical comparison between a non-European country (India) and the UK. We shall investigate significant human and physical features such as the River Ganges, deserts and the impact population density has on cities. We also investigate food culture and temperature and how it relates to the UK. Linked History opportunities include children looking at significant events beyond living memory – Queen Victoria and the Empire.		**As Mad as a Hatter** A local History study of Stockport and the rise of the hat industry. Linked Geography opportunities include looking at the human and physical features that impacted the hat industry, including the canals.		**Tomorrow's World** A Geography study into how we can change our future, specifically looking at climate change. Linked History opportunities include a study of the Suffragettes and h	

EYFS curriculum runs on a 1 year cycle.

Vocabulary Progression



This links to The Power of Word – understanding the power that vocabulary can have.

How are knowledge and skills built on through school?

Progression grids are in place to track the progress of each element of the history curriculum

ABINGDON PRIMARY SCHOOL – Geography Progression of Knowledge							
CURRICULUM AREA	**FS**	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
VOCABULARY	FS 1 -Town, weather, hot, cold, soil, here, there, near, far FS 2 -Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map,	Simple vocabulary: Near, far, wet, sunny, hot, dry, cold, house, school, street, shop Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office, atlas, left, right	Develop vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe	Continue to develop vocabulary: Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European	Continue to develop vocabulary: rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle	Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links	Be able to describe and start to explain geographical processes using the correct terminology. Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,
Map Skills	-Provide play maps and small world equipment for children to create their own environments.	-Follow directions; up/down, left/right, behind/in front of - Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike - Draw picture maps of imaginary places and from stories. -Talk about own maps.	-Follow directions; North, East, South, West. -Use class agreed symbols on simple map. -Spatial matching; match the same area eg. continent on a larger map. -Make a representation of a real or imaginary place -Use a plan and infant atlas to help create simple maps.	-Use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols. -Spatial matching, boundary matching; eg. country boundary on a different scale map. -Make a map of a short route with features in the correct order. -Use larger scale map outside/use maps of other localities.	-Begin to use 4-figure grid reference to locate features on a map. -Introduce need for a key and standard symbols. -Make own maps of real places with increasing accuracy. -Use a variety of maps of different scale to locate places.	-Use 4-figure grid reference to locate features on a map. -Use eight compass points. -Draw a map using symbols and a key, awareness of OS symbols. -Measure straight line distance on a plan. -Draw a variety of thematic plans, based on own data. -Compare large-scale map and vertical photo, select maps for a purpose.	-Use 6-figure grid reference to locate features on OS map. -Use OS standard symbols. -Scale reading and drawing, comparison of map scale. -Draw scale plans of increasing complexity. -Follow route on small-scale OS map and describe features seen.
Enquiry Skills	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talk about the features of their own immediate environment and how environments might vary from one another. Provide stories that help children to make sense of different environments.	Use resources provided and their own observations to respond to questions about places.	Select information from resources provided. Use this information and their own observations to ask and respond to questions about places.	Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places. Offer explanations for the location for some human and physical features in different localities.	Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places. Offer explanations for the location for some human and physical features in different localities.	Draw on their knowledge and understanding to suggest suitable geographical questions for study. Use a range of geographical skills and evidence to investigate places and themes.	Identify relevant geographical questions. Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes. They reach plausible conclusions and present their findings both graphically and in writing.

Bespoke Medium term plans - example

Medium Term Curriculum Plan – The World
Subject: Geography
Term: Spring
Cycle B
Year group: 1 and 2

Vocabulary

Countries
Continents
Equator
Poles
Seasons
Climate
Hemisphere
Weather patterns
Oceans
Rivers
Landmark
Population

Key themes/Golden threads

Wider World
Environment and Sustainability
Locating Places

National curriculum objectives

- To understand the processes that give rise to key physical and human geographical features of the world
- Identify hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use world maps, atlases and globes to discover countries, continents and oceans studied at this key stage

Geography aims

Human and Physical Geography

- Name human and physical features of particular areas from around the world, comparing and contrasting.
- Identify the location of hot and cold areas in the world – refer to the Equator and the poles
-

Enquiry Skills

- Where would you go on holiday? What are the world's most significant areas and landmarks that you'd want to visit?

Place and Locational Knowledge

- Name and locate the world's seven continents and five oceans
- Be able to name 2-4 countries from each continent
- Describe various geographical characteristics of different countries and continents
- Be able to state notable human and physical landmarks across the 7 continents

Map Skills and Field Work

- Use aerial photographs and maps to recognize landmarks and recognize human physical features
- Use world maps, atlases and globes to discover countries, continents and oceans studied at this key stage
- Label a map for relevant features
- Devise a simple map. Use and construct basic symbols in a key

Prior learning clearly laid out in bespoke planning

Week	Objective	Previous linked objectives/ learning?	Lesson Outline
1	I can name the countries and main cities of the UK I can use a compass to locate these I can use a key	Children should be aware of the countries of the UK from KS1. They should know some capital cities and those nearby Children may confuse UK and GB. They may consider Stockport a city.	The UK – open with enquiry question and first discussion. What does the UK stand for and how is this different to Great Britain? Practice using the compass. Listen and turn to directions. Introduce Key – how does the key relate to the map? Annotate/label different countries and cities with reference to the 8 points on a compass – Newcastle is in the NE of England Using physical maps throughout.

Geography Year 3 and 4 Knowledge Organiser

Globetrotters — Comparing the UK with a European country

Key Learning
Know the main similarities and differences of the UK and Spain
We will know the major cities and regions across the UK and Europe
We will use maps and grid references to locate important human and physical features of Spain
Know the geographical features of Spain that are different to the UK
We will consider latitude and longitude and hemisphere
We will recall significant geographical facts about Europe and Spain

Vocabulary	
Europe	A continent in the Northern Hemisphere, containing 44 countries
European	A person from a European country
Spain	A large country in Europe
Hemisphere	Half of the Earth, usually divided into north and south
Latitude	The distance north or south of the equator
Longitude	The distance east or west of the equator

GEOGRAPHY

Spain is a large country in **western Europe**. The capital is **Madrid**. Spain shares borders with France and Portugal. The **Mediterranean Sea** lies to the south of Spain while the **Atlantic Ocean** lies to the north. Spain has famous cities, like Valencia and **Barcelona** but also mountain ranges, like the **Pyrenees**. Spain is a much hotter country than the UK as it is closer to the equator. Spain has many rivers, including the **Duero**, the Tagus and the Ebro.

Knowledge Organisers held in back of the children's book to have easy access to.

Pupil Vocabulary Organiser – Geography LKS2 Extreme Earth

What I already know that will help me:

Words		**Word components and phonic knowledge**
Volcano	environment	
Earthquake	landscape	
human	physical	geology
mountains	geology	**ph**ysical
urban	rural	

New vocabulary for this study – words specific for History

Know Link analyse

Eruption

Tectonic Plates

Magma

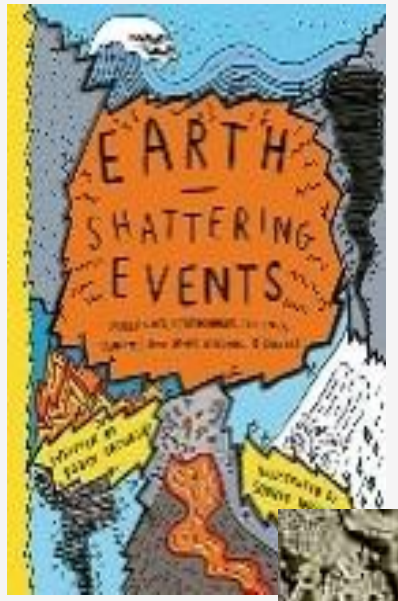
Vocabulary builders to explicitly teach key vocabulary for units.

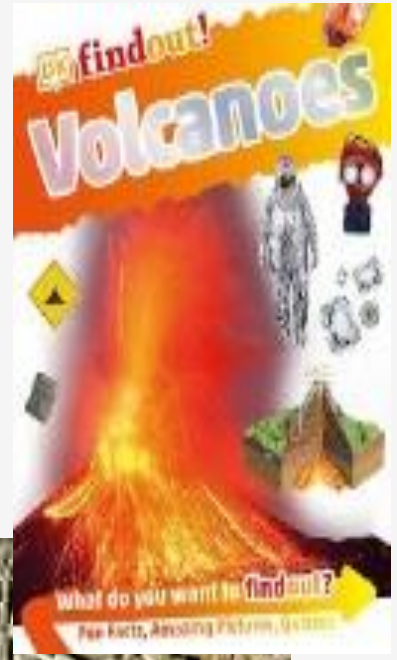
Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use

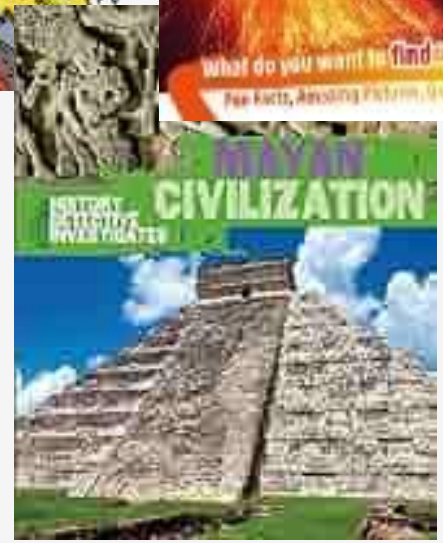
Whole School Geography Events and Reading activities

National Festival of Fieldwork

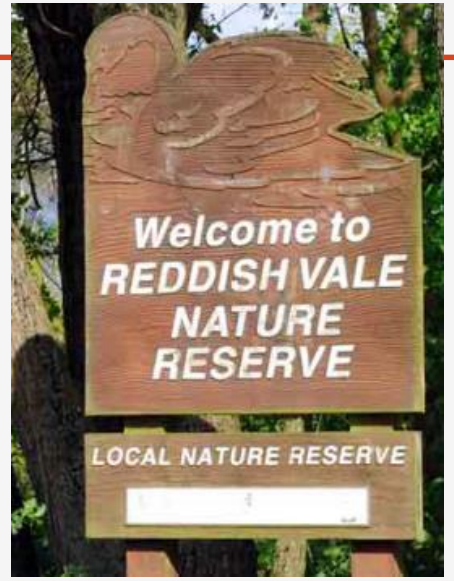
June 2025





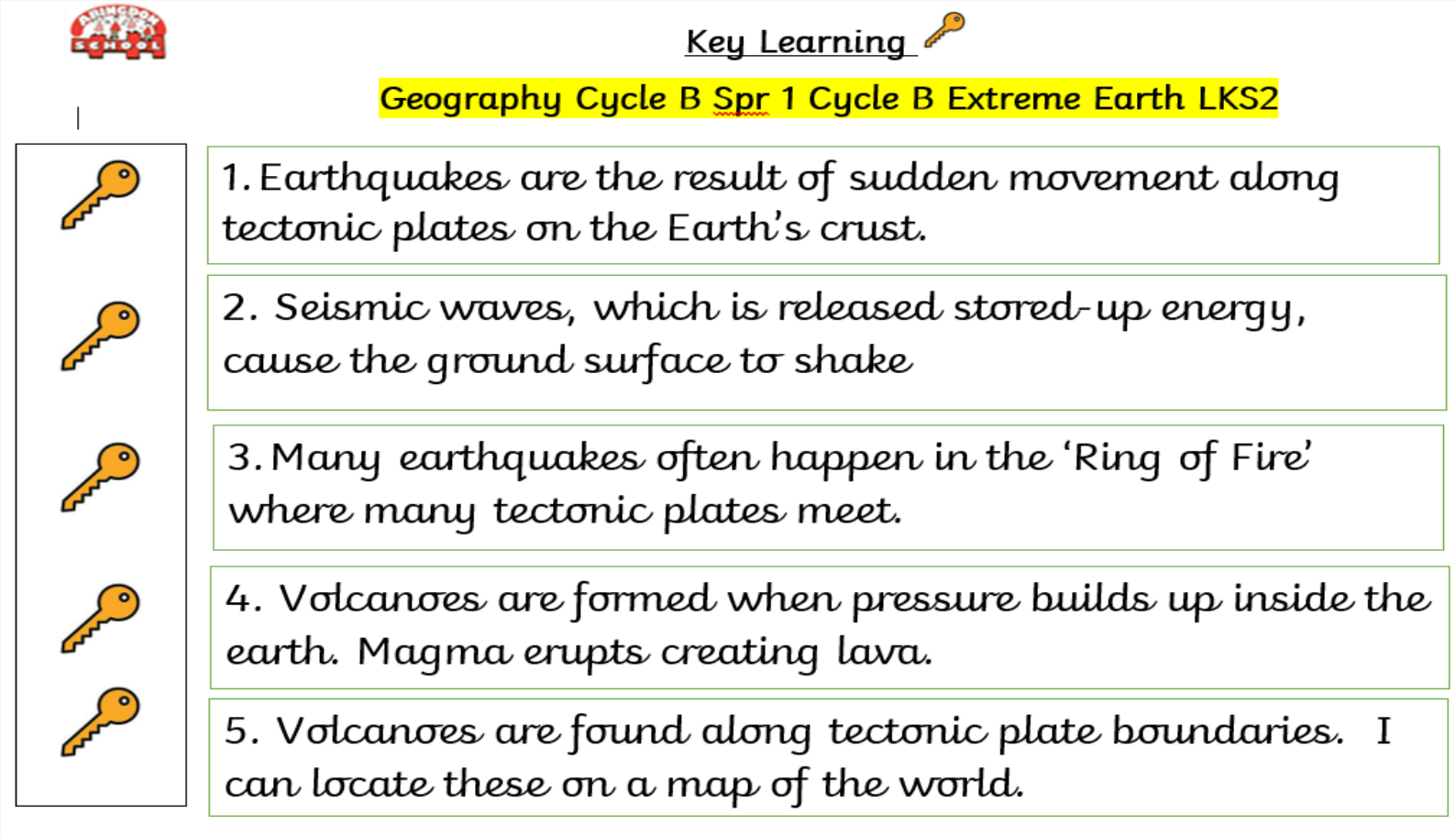


Educational Visits



Key Learning

In each subject we have identified the key learning we want the children to know. This is shared with the children with 'key' images.



Key Learning

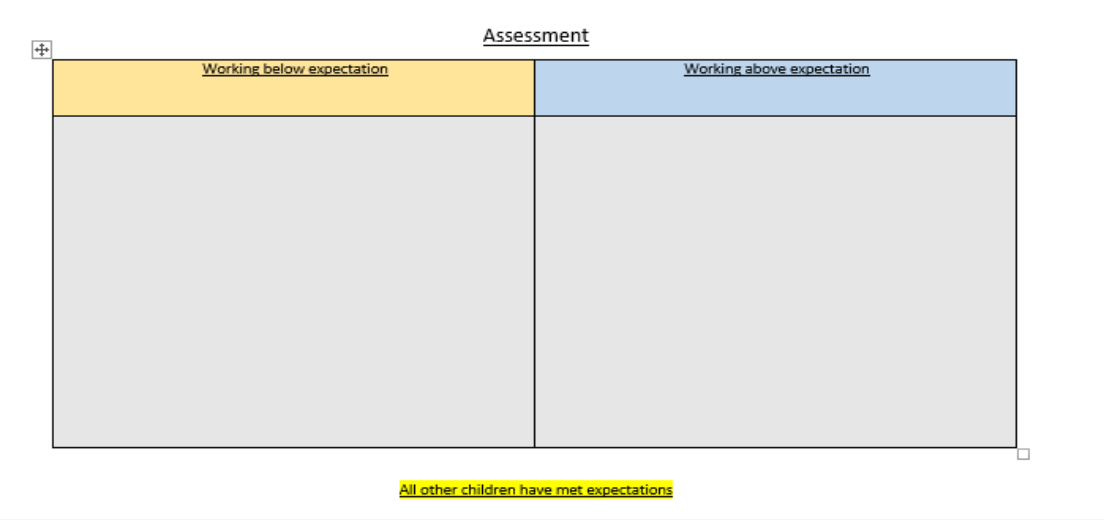
Geography Cycle B Spr 1 Cycle B Extreme Earth LKS2

1. Earthquakes are the result of sudden movement along tectonic plates on the Earth's crust.
2. Seismic waves, which is released stored-up energy, cause the ground surface to shake
3. Many earthquakes often happen in the 'Ring of Fire' where many tectonic plates meet.
4. Volcanoes are formed when pressure builds up inside the earth. Magma erupts creating lava.
5. Volcanoes are found along tectonic plate boundaries. I can locate these on a map of the world.

Assessment

We use a number of formative assessment strategies:
Live marking
Concept maps
Quizzes
Double page spreads
Verbal questioning

We assess the children against the key knowledge in each unit.



Challenge and Adaptations

Key questions	SEND adaptation/adjustments	Resources needed
What is the UK? What is the difference between the UK and Great Britain? How and why would we use a compass? What features would you expect to see on a map? Can you help me find....? Can you refer to the compass?	Adapted maps – less places to find. Assistance with spelling Partner work – time to discuss with partner and share ideas. Vocabulary mats for better vocab. Vocabulary to be dual coded where possible. 1-2-1 work with TA (allow time for independent work also)	Maps IWBs Worksheets Vocabulary mats

Adaptations are planned into lessons. They might look like:

Use of additional resources – scaffolding (e.g.; key word lists, visual representations – Dual coding)

Teacher expertise – e.g.; additional processing time, use of talk partners, scribing, modelling. I do , we do you do

Referring back to previous learning and vocabulary.

Making parallels with the present day – linking the past to the present or the present to the past.

Use of artefacts, visits and visitors.

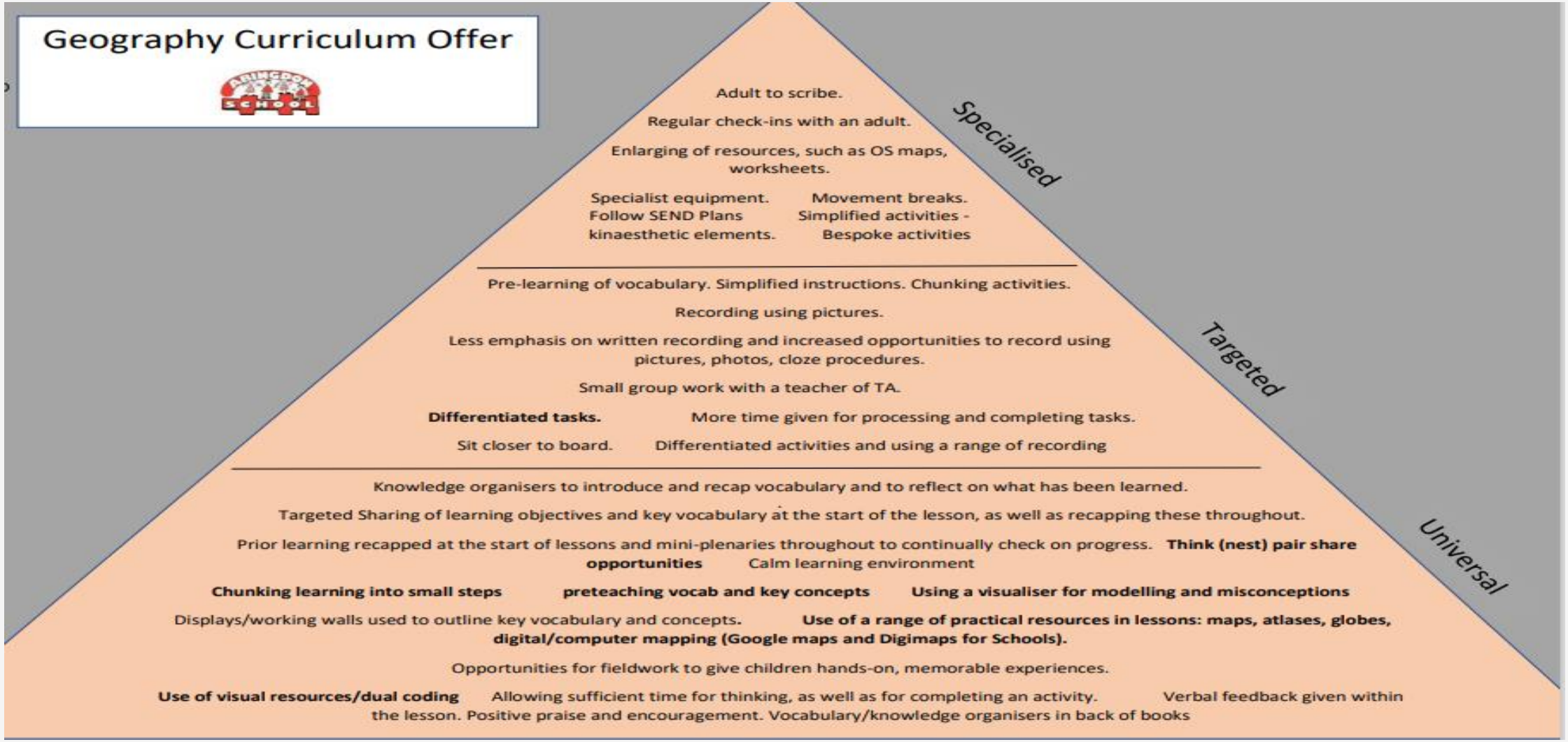
Enable Tables

We use the Five a day principle alongside our own current focuses for adaptations:

1) "Nest/Pair/Share"
2) Pre-teaching of vocabulary and any key concepts
3) Visual resources and dual coding across the whole school
4) Chunking learning
5) Using the visualiser for modelling and misconceptions

To further extend children's learning we use a challenge stamp with a further question/s to move them on.

Provision Pyramids



What do our children say about our curriculum?