Our Geography Pathway

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National Curriculum statement		Locational Knowledge (LK)			Place Knowledge (PK)	Human and Physical Geography (HP)		Geographical Skills and Fieldwork (GSP)		
	★ Ambitious Learners *Every half term, the children participate in the Ranvilles SMSC 'Big Debate', which brings together threads from different curriculum subjects to create a line of enquiry, which, when evaluated by the children, strengthens and connects the children's knowledge and understanding. This star represents topics that would make a significant contribution to the 'Big Debate'.*	**LK1:** 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	**LK2:** name and locate counties 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	**LK3:** 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)	**PK:** 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	**HP1:** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**HP2:** describe and understand key aspects of: 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	**GSF1:** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**GSF2:** 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	**GSF3:** 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.
Year 3	Autumn Context: **Who lives in Antarctica?**	✓		✓		✓	✓	✓	✓	✓
	Spring Context: **Why do people live near volcanoes?**	✓			✓	✓	✓	✓		✓
	Summer ★ Context: **Are all settlements the same?**	✓	✓		✓		✓	✓	✓	✓
Year 4	Autumn Context: **Why are the rainforests important to us?**	✓		✓		✓	✓	✓		✓
	Spring Context: **Where does our food come from?**	✓			✓	✓	✓	✓		✓
	Summer ★ Context: **What are rivers and how are they used?**	✓	✓			✓	✓	✓	✓	✓
Year 5	Autumn Context: **What is life like in the Alps?**	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Spring ★ Context: **Why do oceans matter?**	✓	✓			✓	✓	✓		✓
	Summer Context: **Would you like to live in the desert?**	✓		✓	✓	✓	✓	✓	✓	
Year 6	Autumn ★ Context: **Why does population change?**	✓	✓	✓	✓		✓	✓	✓	✓
	Spring ★ Context: **Where does our energy come from?**	✓	✓		✓		✓	✓		✓
	Summer ★ Context: **My local Fieldwork Enquiry**		✓				✓	✓	✓	✓

The Geography Pathway – Year 3 and Year 4

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Year 3

Focus The contextual focus for the pupils' learning.		Purpose The importance of the topic in our curriculum.		Our SMSC 'Big Debate' Links *as indicated by the purple '**Ambitious Learners**' star.*	
Autumn Context: **Who lives in Antarctica?** Concept: Climate Zones		In order to develop geographical knowledge, navigation skills, resilience and global awareness, enabling them to achieve academically, belong as informed global citizens and thrive as enquiring and independent learners.		Autumn 1: **Making a difference as an individual is more important than as a team.** Autumn 2: **Making a positive contribution in the world is your responsibility, not mine.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To understand the position and significance of lines of latitude.	To describe the location and physical features of Antarctica.	To describe the human features of Antarctica.	To use four-figure grid references to plot Shackleton's route to Antarctica	To plan a simple route on a map using a compass.	To follow instructions involving compass points and a map a simple route.
Spring Context: **Why do people live near volcanoes?** Concept: Human and Physical Geography		In order to develop scientific and geographical understanding of how our planet works, enabling them to achieve through enquiry, belong as informed global citizens and thrive as curious and resilient learners.		Spring 1: **What we have achieved in this century is more significant than the past.** Spring 2: **What is more important, physical, social, emotional or mental well-being?**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To name and describe the layers of the Earth.	To explain how and where mountains are formed.	To explain why volcanoes happen and where they occur.	To recognise the positive and negative effects of living near a volcano.	To explain what earthquakes are and where they occur.	To observe and record the location of rocks around the school grounds.
Summer Context: **Are all settlements the same?** Concept: Settlements and Land Use		In order for pupils to develop an understanding of how people shape and are shaped by places, enabling them to achieve through geographical enquiry, belong as informed members of diverse communities and thrive as inquisitive and reflective citizens.		Summer 1 **Embracing diversity enhances understanding and appreciation of the world.** Summer 2 **I'm Ok – You're OK! Differences are good.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To describe different types of settlements.	To identify the human and physical features in the local area.	To discuss why physical and human features are in particular locations.	To describe how land use in the local area has changed.	To identify land use in New Delhi.	To compare land use in two locations.

Year 4

Focus The contextual focus for the pupils' learning.		Purpose The importance of the topic in our curriculum.		Our SMSC 'Big Debate' Links *as indicated by the purple '**Ambitious Learners**' star.*	
Autumn Context: **Why are the rainforests important to us?** Concept: Biomes and Climate		In order to develop an understanding of global ecosystems, indigenous communities, environmental sustainability and geographical fieldwork, enabling them to achieve through enquiry and analysis, belong as informed global citizens and thrive as responsible and environmentally-aware learners.		*Autumn 1:* ***Identity and self-worth are influenced more by change than by context and culture.*** *Autumn 2:* ***Being powerful is more important than being different.***	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To describe and give examples of a biome and find the location of features of the Amazon rainforest.	To describe the characteristics of each layer of a tropical rainforest.	To understand the lives of indigineous peoples living in the Amazon rainforest.	To describe why tropical rainforests are important and understand the threats to the Amazon.	To understand how local woodland is used using a variety of data collection methods.	To analyse and present findings on how local woodland is used.
Spring Context: **Where does our food come from?** Concept: Trade		In order to develop develop an understanding of global interdependence, ethical decision-making and environmental sustainability, enabling them to achieve through enquiry and data analysis, belong as responsible global citizens and thrive as informed, thoughtful consumers.		*Spring 1:* ***Keeping safe spiritually, mentally and emotionally is all our responsibility physically and online.*** *Spring 2:* ***We have the right to learn from our mistakes without being judged.***	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To explain the impact of food choices on the environment.	To understand the importance of trading responsibly.	To describe the process of how food travels globally. Context: the journey of a cocoa bean.	To map and calculate the distance food has travelled.	To design and use data collection methods to find where our food comes from.	To discuss the advantages and disadvantages of buying both locally and imported food.
Summer Context: **What are rivers and how are they used?** Concept: Human and Physical Geography		In order to develop an understanding of how water shapes landscapes and supports human life, enabling them to achieve through geographical enquiry, belong as informed and environmentally aware citizens, and thrive as curious, responsible learners who can investigate and interpret the world around them.		*Summer 1:* ***Our behaviour should always positively reflect how we value others.*** *Summer 2:* ***We are all responsible for our environment and natural world to ensure lives are impacted positively.***	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To describe how the water cycle works.	To recognise the features and courses of a river.	To name and locate some of the world's longest rivers.	To describe how rivers are used.	To identify and locate human and physical features on a map.	To collect data on the features of a local river.

The Geography Pathway – Year 5 and Year 6

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Year 5

Focus The contextual focus for the pupils' learning.		Purpose The importance of the topic in our curriculum.		Our SMSC 'Big Debate' Links *as indicated by the purple '**Ambitious Learners**' star.*	
Autumn Context: **What is life like in the Alps?** Concept: Human and Physical Geography, including tourism		In order to develop an understanding of how physical landscapes and human activities shape places, enabling them to achieve through contextual geographical enquiry, belong as informed members of local and global communities, and thrive as curious and culturally-aware learners.		*Autumn 1* ***Belonging - we should all be free to move between countries.*** *Autumn 2* ***Being remembered for making a difference is more important than making a difference.***	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To locate the Alps on a map.	To locate the key physical and human characteristics of the Alps.	To describe the physical and human features of an Alpine region.	To investigate what there is to do in the local area using data collection.	To understand similarities and differences between the local area and an Alpine area.	To understand the human and physical geography of the Alps.
Spring ★ Context: **Why do oceans matter?** Concept: Human and Physical Geography; Biomes		In order to develop an understanding of the importance of marine ecosystems, human impact and sustainability, enabling them to achieve through enquiry and data analysis, belong as responsible global citizens, and thrive as environmentally-aware learners committed to protecting the natural world.		*Spring 1* ***Making a difference to the world is critical for the future.*** *Spring 2* ***The voice of a child is as important and valuable as that of an adult.***	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To explain the importance of our oceans.	To locate and describe the significance of the Great Barrier Reef.	To explain the impact humans have on coral reefs and oceans.	To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	To collect data on the types of litter polluting a marine environment.	To present, analyse and evaluate data collected.
Summer Context: **Would you like to live in the desert?** Concept: Biomes		In order to develop an understanding of how physical geography influences ecosystems and human activity, enabling them to achieve through geographical enquiry, belong as informed global citizens, and thrive as curious, resilient and environmentally responsible learners who appreciate the diversity and fragility of the world's landscapes.		*Summer 1* ***Being financially safe is just as important as being emotionally safe.*** *Summer 2* ***Learning together and from our mistakes leads to significant personal growth.***	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To summarise the characteristics of a desert biome.	To locate and explore features of deserts.	To describe the physical features of a desert environment.	To explain the different ways humans can use deserts.	To describe some of the threats facing deserts.	To explore the similarities and differences between two physical environments.

Year 6

Focus The contextual focus for the pupils' learning.		Purpose The importance of the topic in our curriculum.		Our SMSC 'Big Debate' Links *as indicated by the purple '**Ambitious Learners**' star.*	
Spring ★ Context: **Why does population change?** Concept: Population, Resources and Energy		In order for pupils to investigate population patterns through geographical enquiry and fieldwork, enabling them to analyse data and think critically, developing their role as compassionate global citizens who can evaluate challenges and propose solutions for a sustainable future.		*Autumn 1* ***It is important that some personal information is in the public domain.*** *Autumn 2* ***Change always has a positive impact.***	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To understand the change and distribution of the global population.	To define birth and death rates and describe why they change.	To recognise the push and pull factors influencing migration.	To begin to understand the impact climate change can have on the global population.	To collect data showing how population impacts the amount of traffic and litter in an area.	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.
Autumn ★ Context: **Where does our energy come from?** Concept: Time Zones; Natural Resources		In order to investigate the advantages and disadvantages of different energy sources and apply geographical enquiry, through data collection and analysis, to become more aware as informed global citizens, thriving as responsible learners who can make environmentally-sustainable decisions.		*Spring 1* ***It is possible to break the cycle of injustice.*** *Spring 2* ***Together we can make our world more sustainable for everyone.***	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To know why energy sources are important.	To understand the benefits and drawbacks of different energy sources.	To understand how energy is generated. Context: in the United States.	To know how energy sources are distributed in an area.	To explain reasons for choising an energy source.	To collect and present data on where to position a solar panal. Context: on the school grounds.
Summer ★ Context: **My local independent Fieldwork Enquiry** Concept: Fieldwork		In order to utilise the children's knowledge and experience of fieldwork, they will develop their own fieldwork enquiry selecting appropriate data collection methods, gathering and analysing evidence, and presenting conclusions, belonging as active contributors to their community.		*Summer 1* ***Fair trade is fair.*** *Summer 2* ***Every individual can leave a positive legacy.***	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To develop an enquiry question.	To determine the most effective data collection methods for fieldwork.	To plan a route for a fieldwork trip.	To collect the data to answer the enquiry question.	To determine an answer to the enquiry question.	To present my findings.