

A photograph of children in an orchard. In the foreground, a child with blonde hair, wearing a green high-visibility vest over a dark jacket and grey trousers, is holding a wicker basket. Another child is visible behind them, also wearing a green vest. They are surrounded by apple trees with red fruit. The background shows more trees and a grassy field under an overcast sky.

Geography Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Year A Curriculum Overview

	Autumn		Spring		Summer	
	Impact & Power		Perspective & Empathy		Celebration & Change	
Year 5/6	What is the impact of Climate Change on Antarctica?		Is all Trade Fair?		Why are we proud of where we live?	
Year 3/4	What is the impact of our water networks?		How do we feel about deforestation?		How is the Earth changing?	
Year 1/2	What is the power of the seasons?		How does Stelling Minnis weather compare?		How has our school changed?	
EYFS	Why am I marvellous?	What is your superpower?	What Tales do we enjoy?	What is it like in the great outdoors?	Why do we celebrate everyone?	Where have I been & where will I go?

Year B Curriculum Overview

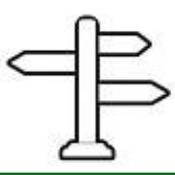
	Autumn		Spring		Summer	
	Responsibility & Risk		Culture & Diversity		Reflection & Legacy	
Year 5/6	What is it like to navigate Nepal?		How does the Americas compare with Kent?		How sustainable are we?	
Year 3/4	Where is a risky place to live on Earth?		How different is UK farming to EU farming?		How are our coasts changing?	
Year 1/2	Why is London important?		What is it like in China?		Why do we need to look after the seaside?	
EYFS	Why am I marvellous?	What is your superpower?	What Tales do we enjoy?	What is it like in the great outdoors?	Why do we celebrate everyone?	Where have I been & where will I go?

An inclusive Geography Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Geography, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
<ul style="list-style-type: none"> • Maps, atlases, artefacts, models and photographs are labelled and accessible. • Larger print maps and atlases are provided for pupils with visual difficulties. • Symbols are used to identify specific geographical vocabulary e.g. maps, atlas, timeline, artefact, • ICT equipment • Displays for access of information 	<ul style="list-style-type: none"> • Photographs, audio and videos are used to support understanding of processes and key features. • Models/artefacts/tactile maps that emphasise touch can support children with visual impairments to deepen their understanding of key concepts. • Mind mapping is used to support pupils see patterns and relationships. 	<ul style="list-style-type: none"> • Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning. • Comparisons between places or people can create barriers for pupils with communication and interaction difficulties or pupils on the autistic spectrum due to the language needed to conceptualise how a place is the same/different. Language needs to be taught explicitly. • Open-ended questioning is encouraged to support pupils with processing difficulties and to develop understanding of explanations/concepts. • Care should be taken using cartoons to explain processes. Real life artefacts/events/photographs should be used 	<ul style="list-style-type: none"> • Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. • Targeted questioning enables adults to check understanding. • Mind mapping to be used as a tool to establish prior knowledge and to organise historical concepts into categories • Oral recall of information • Pupils are encouraged to create word banks, mind maps to secure their understanding of a concept. • Digital resources are used to remind pupils and help pupils to reflect upon their prior learning. • Photographs and videos should be taken on field trips to support consolidation, analysis and explanation once back in school.

Geography Skills overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge 	Begin to notice differences in places; simple features of environment.	Name countries of UK, capitals; identify UK seas.	Name continents/oceans; use world maps/globes.	Locate European countries; key physical features.	Locate major world countries; climate zones and biomes.	Locate global regions; latitude/longitude.	Use maps precisely; global position (Meridian, Tropics).
Place Knowledge 	Talk about places visited; similarities/differences.	Compare local area with another familiar place.	Study contrasting non-UK locality.	Study a UK region.	Study a European region.	Compare UK region with non-European region.	In-depth comparison of two global regions.
Human & Physical Geography 	Explore natural/human features.	Identify simple human/physical features.	Basic processes: weather, seasons.	Describe formation of rivers/mountains.	Settlements, land use, economy.	Resources, trade, distribution.	Explain complex interactions: climate change, disasters, globalisation.
Skills & Fieldwork 	Observe outdoors; positional language.	Use simple maps/directions; aerial photos.	Draw maps with keys; simple instruments.	Use 4-figure grid refs; OS symbols.	Use 6-figure grid refs; OS maps confidently.	Collect/analyse/present data.	Independent fieldwork; digital mapping and GIS.

Scheme of Learning & Progression: Year A

Whole School Core Concepts

Year Group	Impact & Power (Term 1 and 2)	Perception & Empathy (Term 3 and 4)		Celebration & Change (Term 5 &6)		
EYFS	<p>Key Question? Why am I marvellous?</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country drawing on their personal experiences and what has been read in class 	<p>Key Question? What is it like in the great outdoors?</p> <ul style="list-style-type: none"> Know where the local shops are Know why there is a need for shops, schools, churches and farms 		<p>Key Question? Where have I been & where will I go?</p> <p>Know some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and maps</p>		
Year 1 & 2	<p>Key Question: What is the power of the seasons?</p> 		<p>Key Question: How does Stelling Minnis weather compare to Kenya?</p> 		<p>Key Question: How has our school changed?</p> 	
	<p>Learning Objectives</p> <ol style="list-style-type: none"> I can name the hottest and coldest season in the UK I can recognise the main weather symbols I can identify weather patterns of the world in relation to the Equator (Thailand focus) I can record the weather patterns in my locality 		<p>Learning Objectives</p> <ol style="list-style-type: none"> I can describe the weather in Stelling Minnis I can use a map to identify the continents and oceans I can explain the equatorial weather patterns (Kenya) I can explain how the weather is different in the city of Nairobi and the village of Stelling Minnis 		<p>Learning Objectives</p> <ol style="list-style-type: none"> I can name and locate the four countries and capital cities of the UK I can use a map to explore my locality I can research the changes in the locality I can produce a model to show changes in the locality 	
	<p>Disciplinary Knowledge Year 1</p> <ul style="list-style-type: none"> Observe and record information about the local area. Begin to appreciate the 	<p>Disciplinary Knowledge Year 2</p> <ul style="list-style-type: none"> Observe and record information about the local area over time. Describe seasonal patterns and compare the UK 	<p>Disciplinary Knowledge Year 1</p> <ul style="list-style-type: none"> Understand that maps and a globe are used to locate key places in the world 	<p>Disciplinary Knowledge Year 2</p> <ul style="list-style-type: none"> Understand the globe represents the Earth and maps are a 2D 	<p>Disciplinary Knowledge Year 1</p> <ul style="list-style-type: none"> Understand that maps and a globe are used to locate key places in the world 	<p>Disciplinary Knowledge Year 2</p> <ul style="list-style-type: none"> Know and use the terminologies left, right, below and next to

	<p>different weather patterns in the UK.</p>	<p>with a place near the Equator using weather symbols.</p>	<ul style="list-style-type: none"> - Talk about the main differences between a map and a globe 	<p>representation of this</p> <ul style="list-style-type: none"> - Contrast a place they know well with a place they are not familiar with to help make comparisons - Appreciate that weather patterns are different in different parts of the world and how this impact on people's lives 	<ul style="list-style-type: none"> - Be able to follow a simple road map and recognise key road marks - Take photos of locally interesting geographical features - Make a simple map. 	<ul style="list-style-type: none"> - Talk about the features in the local environment - Locate the nearest town or city on the map of the UK - Make a model - Use the school grounds to create an initial sketch of what they may see
<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - I know the UK has four seasons: Spring, Summer, Autumn and Winter. - I know human activity is influenced by seasonal and weather changes. - I know countries closer to the Equator, such as Thailand, experience different weather patterns, including hotter temperatures and more consistent seasons. 		<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - I know the world is made up of 7 continents and has 5 oceans. - I know Stelling Minnis is a village in the countryside and Nairobi is a city and the capital of Kenya. - I know a village is smaller than a city but both have people that live, work and go to school there. 		<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - I know the UK is made up of four countries, each with a capital city. - I know our school grounds include both human features and physical features. <p>I know change can affect how people use a place.</p>		
<p>NC Links</p> <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the UK - Use simple fieldwork to study the key physical features of the school grounds and surrounding environment. 		<p>NC Links</p> <ul style="list-style-type: none"> - Name and locate the 7 Continents and 5 Oceans - Understand geographical similarities and differences of Stelling Minnis and Nairobi (Kenya) - Use basic geographical vocabulary 		<p>NC Links</p> <ul style="list-style-type: none"> - Name and locate the four countries and capital cities of the UK (for context in finding Kent, Stelling Minnis) - Use simple compass directions and locational and directional language e.g. North, South, East, West - Devise a simple map - Use aerial photographs - Use basic geographical vocabulary 		

	Vocabulary Seasons, Spring, Summer, Autumn, Winter, fieldwork, observation, environment		Vocabulary City, village, season, weather, continents, oceans		Vocabulary Farm, house, shop, vegetation, forest, hill, capital cities, countries, compass, North, South, East, West, left, right, below, next to	
Year 3 & 4	Key Question: What is the impact of our water networks? 		Key Question: How do we feel about deforestation? 		Key Question: How is the Earth changing? 	
	Learning Objectives 1. I can name and locate a river (River Stour) in our local area 2. I can describe and understand the water cycle 3. I can explore the benefits and drawbacks to water networks 4. I can use digital technologies to measure and record physical features in the local area		Learning Objectives 1. I can locate Brazil on a map and identify features on an aerial photograph of the Amazon Rainforest 2. I can describe life in a rainforest 3. I can explore habitats and flora and fauna in the rainforest 4. I can explain the effect of deforestation on people and places		Learning Objectives 1. I can identify the Equator, Hemispheres and Tropics. 2. I can use longitude and latitude to identify different areas of the world 3. I can investigate a part of the world and explore the human and physical changes that are occurring 4. I can express my opinions and recognise that others may think differently about how the Earth is changing.	
	Disciplinary Knowledge Year 3 <ul style="list-style-type: none"> - Create a report after a fieldwork activity that focuses on geographical activity observed - Use systematic sampling and data collecting as part of a fieldwork activity 	Disciplinary Knowledge Year 4 <ul style="list-style-type: none"> - Explain what a place is like and why - Make a model to show part of the local area 	Disciplinary Knowledge Year 3 <ul style="list-style-type: none"> - Understand what is meant by being environmentally friendly - Use maps to locate world countries and capitals 	Disciplinary Knowledge Year 4 <ul style="list-style-type: none"> - Understand some of the arguments put forward in relation to green energy - Distinguish between the Northern and Southern Hemisphere on both a world map and a globe 	Disciplinary Knowledge Year 3 <ul style="list-style-type: none"> - Use a globe to gain a better understanding about a country's location 	Disciplinary Knowledge Year 4 <ul style="list-style-type: none"> - Use maps and globes to locate the equator, tropics and the Greenwich Meridian
	Substantive Knowledge <ul style="list-style-type: none"> - I know where the River Stour is in Kent 		Substantive Knowledge <ul style="list-style-type: none"> - I know Brazil is in South America 		Substantive Knowledge <ul style="list-style-type: none"> - I know where the equator is 	

	<ul style="list-style-type: none"> - I know what happens in the water cycle - I know what evaporation, condensation and precipitation are - I know what a water network is - I know the benefits of water networks - I know the drawbacks of water networks - I know how they test and measure rivers from fieldwork 	<ul style="list-style-type: none"> - I know where Brazil is on the map - I know that the Amazon Rainforest is in Brazil - I know it is hot, humid and rainy in the rainforest - I know the animals (fauna) that live in the rainforest - I know the plants (flora) in the rainforest - I know what deforestation is - I know the effects of deforestation on people and places 	<ul style="list-style-type: none"> - I know that the Earth is split into the Northern and Southern Hemisphere - I know where the Tropics are - I know that longitude and latitude help to show where somewhere is in the world - I know some changes in the world that are caused by humans e.g. climate change - I know some changes in the world that are caused by physical changes - I know how the world is changing and can give my opinion on this.
	NC Links <ul style="list-style-type: none"> - Describe and understand physical geography including rivers and the water cycle - Name and locate key topographical features including rivers - Understand the geographical similarities and differences through the study of a region of the UK 	NC Links <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region of South America - Locate South America specifically Brazil on a map, including environmental regions, key physical and human characteristics and cities - Describe and understand key aspects of human geography including land use and economic activity 	NC Links <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Hemispheres, Tropics and time zones - Understand geographical similarities and differences through the study of human and physical geography of a region of North America (Greenland), a country on the Equator (Maldives) and a European Country (linked to school language)
	Vocabulary Water Cycle, Water Networks, topographical, digital technologies, methods, benefits, drawbacks	Vocabulary Land use, economic activity, natural resources, deforestation, human geography, physical geography,	Vocabulary Artic, Equator, Northern Hemisphere, Southern Hemisphere, Tropics, latitude, longitude
Year 5 & 6	Key Question: What is the impact of Climate Change on Antarctica? 	Key Question: Is all Trade Fair? 	Key Question: Why are we proud of where we live? 
	Learning Objectives 1. I can identify the position, significance and key features of the Antarctic Circle.	Learning Objectives 1. I can explain what and who we trade with. 2. I can explore trade links between Peru and the UK.	Learning Objectives 1. I can use and recognise OS map and atlas symbols.

<p>2. I can begin to use six figure grid references using latitude and longitude on atlas maps.</p> <p>3. I can describe and understand climate zones and biomes.</p> <p>4. I can understand some of the impact of climate change in Antarctica.</p>		<p>3. I can describe and understand key aspects of fair and unfair trade.</p> <p>4. I can describe the changes to trade over time.</p>		<p>2. I can describe and understand key aspects of the distribution of local natural resources</p> <p>3. I can understand some of the reasons for the similarities and difference between our locality, Peru and Antarctica</p> <p>4. I can use fieldwork to observe, measure and record the human and physical features in the local area (e.g. sketch maps, plans or graphs)</p>	
<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - Use atlases and globes to locate the Antarctic Circle. - Identify lines of latitude and longitude. - Compare Antarctica’s climate with the UK. - Ask geographical questions such as: Why is Antarctica so cold? How does melting ice affect other countries? - Use geographical vocabulary accurately: <ul style="list-style-type: none"> o latitude o hemisphere o biome o climate zone 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - To confidently use atlases and globes to locate geographic areas. - To explore using 6-figure grid references. - Interpret satellite imagery of ice loss. - Construct geographical explanations using cause and effect: “Because sea ice is melting, penguin populations are...” - To make connections between Antarctica and global systems. - Begin to understand and debate 	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - To use atlases and digital maps to locate Peru and the UK. - To identify continents and trade routes. - To read simple trade graphs and charts. - To identify physical reasons for trade like climate and resources. - To recognise that trade links create interdependence between countries. - To discuss whether trade 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - To use atlases and digital maps to locate continents and trade routes between countries. - To read trade graphs and charts. - Begin to explore patterns and reasons for trade between countries. - To construct critical thinking by exploring questions like: is Fairtrade effective? 	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. - Understand why their town or village exists and what brought people to live there - Recognise OS symbols and know what they stand for. 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features that do not make it easy to live with. - To read OS symbols and locate key places within our locality. - Create journey booklets to include maps, sketches and

ice sheet	environmental responsibility and global citizenship. - Use complex vocabulary confidently: <ul style="list-style-type: none"> o glacier retreat o Biomes carbon emissions	seems fair or unfair.	To consider sustainability and recognise global consumption.	To identify patterns on maps.	samples to gather what a place is like - To understand maps are evidence and use them to identify patterns on maps.
Substantive Knowledge <ul style="list-style-type: none"> - I know Antarctica is the coldest, driest and windiest continent. - I know that Antarctica lies within the polar climate zone. - I know that a biome is a large region with similar climate, plants and animals. - I know that climate change means long-term changes in global temperatures. - I know that melting-ice contributes to rising sea levels. 		Substantive Knowledge <ul style="list-style-type: none"> - I know that trade is the buying and selling of goods and services between people, businesses and countries. - I know the UK trades because we cannot grow all foods. - I know Peru has a warm climate ideal for growing crops like cocoa and coffee. - I know the difference between Fairtrade and unfair trade. - I know how trade has changed because we know have better transport links. 		Substantive Knowledge <ul style="list-style-type: none"> - I know that an Ordnance Survey (OS) map shows detailed information about the UK. - I know that a natural resource is something found in nature that people use. - I know natural resources are not evenly distributed. - I know the main natural resource in Stelling Minnis is soil for farming. - I know the physical environment in Stelling Minnis influences our lifestyle. 	
NC Links <ul style="list-style-type: none"> - Locate the world's countries using maps to focus on their environmental regions, key physical and human characteristics - Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. 		NC Links <ul style="list-style-type: none"> - Know about changes to world environments over time - 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 - Locate countries and describe features studied 		NC Links <ul style="list-style-type: none"> - Identify human and physical characteristics of the locality including key topographical features - Identify land use patterns and how some of these aspects have changed over time - Understand geographical similarities and differences between Peru and Antarctica - Use fieldwork to observe, measure, record and present the human and 	

			<p>physical features in the local area using a range of methods Use symbols and keys including OS maps to build knowledge on our locality and the wider world</p>
	<p>Vocabulary Biomes, climate zone, latitude and longitude, locational awareness, processes, climate change, region</p>	<p>Vocabulary Trade, fair trade, unfair trade, economic activity, settlements, import, export</p>	<p>Vocabulary Topographical, human geography, physical geography, characteristics, land-use patterns, fieldwork, local area,</p>