



The Geography Curriculum

WIKYBY WOODHOUSE
SCHOOL
ASPIRE MAT

Curriculum Intent Statement – Geography

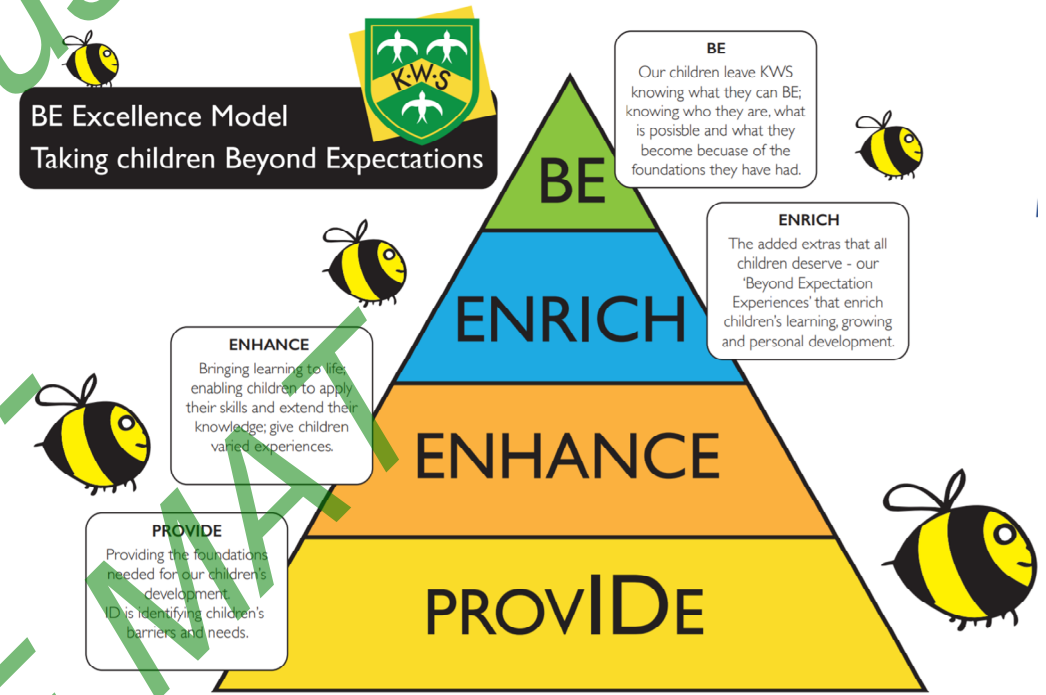
At Kirkby Woodhouse School our curriculum offer will **PROVIDE** children with the essential knowledge, skills and experiences that they need to become life-long learners. The Geography Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation.

It will **PROVIDE** children with a clear pedagogical structure which allows them to acquire new learning. This is informed by national frameworks and expectations which are adapted to meet the specific needs of our community. It is a curriculum that ensures that learning is accessible and provides a community of opportunity and ambition for all. To allow children to remember more and learn more, the curriculum at Kirkby Woodhouse School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

The curriculum **ENRICHES** learning experiences through a comprehensive residential and extra-curricular program that supports learning within the classroom; these opportunities are extended from Early Years through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our School Council and House structure.

Profound Personal Development will be the heart of all teaching and learning where children are taught to take care of themselves, each other and the world around us. Through our High-5 Values, this “Take Care” language is central to our conversations with all stakeholders, and this allows children, staff, parents and governors to work together to ensure that our Take Care ethos helps us live out the things we have learned in our everyday lives.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**



Our current curriculum intent

At the heart of our curriculum is our core purpose - the profound personal development of our children, which is about enabling our children to discover not just who they are, but they can become and what is possible.



To enable our children to learn and discover how these shape us as people and to enable our children to develop academically and personally, we provide our children with...

A community of opportunity and ambition

A community of participation

... 'Beyond Expectation' opportunities and experiences in and out of the classroom that enrich children's learning to enable them to develop, grow and progress academically and personally regardless of their background, needs or academic ability; to learn about themselves, each other and the world around them; to learn about who they are, what they become and what is possible; to encourage them to be the best they can be (we like to say, be the best you can be, not the best in the world, but the best version of you); to prepare them for their future.

So, in short, our curriculum intent always comes back to our children – what do our children need to be the best they can be and to see what is possible; what do our children deserve so they can be the best they can be and see what is possible; how are we going to do this...



Kirkby Woodhouse School – Geography Toolkit Overview

- **Included in the toolkit:**
- Fixed topics to be taught in the year groups indicated by the tool kit
- Skills to be taught in each year group
- An agreed set of knowledge/vocabulary to be taught in each year group
- A document for auditing the curriculum
- Pupil interview questionnaires
- Deep Dive Questions to consider



Kirkby Woodhouse School – How to use it

Toolkit Elements	Where/How to Use
National Curriculum Statements	To be copied onto the long-term plan to show our coverage of the National Curriculum.
Skills Progression Documents.	These are broken down by topic areas. These are to be copied onto the half termly curriculum skills plan to show skills are being taught.
Knowledge Mats	To be stuck into the children's books at the start of the unit to support the children's learning during the topic. It will also provide the vocabulary and knowledge the children should know.
Auditing/Deep Dive Documents	For subject leaders to check and consider their subject and how it can be improved.
Pupil interview documents	To be used by subject leaders to find out how children respond to their subject and how successful they feel it is being implemented.

Geography Toolkit – Whole School

	Geographical Enquiry	Physical Geography	Human Geography	Knowledge
F1	<ul style="list-style-type: none"> Discuss routes and locations, using words like 'in front of' and 'behind'. (M) Use all their senses in hands-on exploration of natural materials. (UW) 		<ul style="list-style-type: none"> Describe a familiar route. (M) 	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. (M) Begin to understand the need to respect and care for the natural environment and all living things. (UW) Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.(UW)
F2	<ul style="list-style-type: none"> Draw information from a simple map. (UW) Explore the natural world around them (UW) 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. (UW) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. (UW) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) 	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (ELG) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG) Understand some important processes and changes in the natural world around them, including the seasons (ELG)
Year 1	<ul style="list-style-type: none"> Can you say what you like about your locality? Can you sort things you like and don't like? Can you answer some questions using different resources, such as books, the internet and atlases? Can you think of a few relevant questions to ask about a locality? Can you answer questions about the weather? Can you keep a weather chart? 	<ul style="list-style-type: none"> Can you tell someone your address? Can you explain the main features of a hot and cold place? Can you describe a locality using words and pictures? Can you explain how the weather changes with each season? Can you name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? 	<ul style="list-style-type: none"> Can you begin to explain why you would wear different clothes at different times of the year? Can you tell something about the people who live in hot and cold places? Can you explain what you might wear if you lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> Can you identify the four countries making up the United Kingdom? Can you name some of the main towns and cities in the United Kingdom? Can you point out where the equator, north pole and south pole are on a globe or atlas?
Year 2	<ul style="list-style-type: none"> Can you label a diagram or photograph using some geographical words? Can you find out about a locality by using different sources of evidence? Can you find out about a locality by asking some relevant questions to someone else? Can you say what you like and don't like about your locality and another locality like the seaside? 	<ul style="list-style-type: none"> Can you describe some physical features of your own locality? Can you explain what makes a locality special? Can you describe some places which are not near the school? Can you describe a place outside Europe using geographical words? Can you describe some of the features associated with an island? Can you describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? 	<ul style="list-style-type: none"> Can you describe some human features of your own locality, such as the jobs people do? Can you explain how the jobs people do may be different in different parts of the world? Do you think that people ever spoil the area? How? Do you think that people try to make the area better? How? Can you explain what facilities a town or village might need? 	<ul style="list-style-type: none"> Can you name the continents of the world and find them in an atlas? Can you name the world's oceans and find them in an atlas? Can you name the major cities of England, Wales, Scotland and Ireland? Can you find where you live on a map of the UK?

Kirkby Woodhouse
 School
 ASPIRE
 MAT

Geography Toolkit – Whole School

	Geographical Enquiry	Physical Geography	Human Geography	Knowledge
Year 3	<ul style="list-style-type: none"> Do you use correct geographical words to describe a place and the events that happen there? Can you identify key features of a locality by using a map? Can you begin to use 4 figure grid references? Can you accurately plot NSEW on a map? Can you use some basic OS map symbols? Can you make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> Can you use maps and atlases appropriately by using contents and indexes? Can you describe how volcanoes are created? Can you describe how earthquakes are created? Can you confidently describe physical features in a locality? Can you locate the Mediterranean and explain why it is a popular holiday destination? Can you recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? 	<ul style="list-style-type: none"> Can you describe how volcanoes have an impact on people's lives? Can you confidently describe human features in a locality? Can you explain why a locality has certain human features? Can you explain why a place is like it is? Can you explain how the lives of people living in the Mediterranean would be different from your own? 	<ul style="list-style-type: none"> Can you name a number of countries in the Northern Hemisphere? Can you locate and name some of the world's most famous volcanoes? Can you name and locate some well-known European countries? Can you name and locate the capital cities of neighbouring European countries? Are you aware of different weather in different parts of the world, especially Europe?
Year 4	<ul style="list-style-type: none"> Can you carry out a survey to discover features of cities and villages? Can you find the same place on a globe and in an atlas? Can you label the same features on an aerial photograph as on a map? Can you plan a journey to a place in England? Can you accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> Can you describe the main features of a well-known city? Can you describe the main physical differences between cities and villages? Can you use appropriate symbols to represent different physical features on a map? Can you explain how the water cycle works? Can you explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> Can you explain why people are attracted to live in cities? Can you explain why people may choose to live in a village rather than a city? Can you explain how a locality has changed over time with reference to human features? Can you find different views about an environmental issue? What is your view? 	<ul style="list-style-type: none"> Can you locate the Tropic of Cancer and the Tropic of Capricorn? Do you know the difference between the British Isles, Great Britain and UK? Can you name up to six cities in the UK and locate them on a map? Can you name and locate many of the world's major rivers on maps?
Year 5	<ul style="list-style-type: none"> Can you collect information about a place and use it in a report? Can you map land use? Can you find possible answers to your own geographical questions? Can you make detailed sketches and plans; improving your accuracy later? Can you plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> Can you explain why many cities of the world are situated by rivers? Can you explain how a location fits into its wider geographical location; with reference to physical features? Can you explain how the water cycle works? Can you explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> Can you explain why people are attracted to live by rivers? Can you explain how a location fits into its wider geographical location; with reference to human and economical features? Can you explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> Can you name and locate many of the world's major rivers on maps? Can you name and locate many of the world's most famous mountain regions on maps? Can you locate the USA and Canada on a world map and atlas? Can you locate and name the main countries in South America on a world map and atlas?
Year 6	<ul style="list-style-type: none"> Can you confidently explain scale and use maps with a range of scales? Can you choose the best way to collect information needed and decide the most appropriate units of measure? Can you make careful measurements and use the data? Can you use OS maps to answer questions? Can you use maps, aerial photos, plans and web resources to describe what a locality might be like?? 	<ul style="list-style-type: none"> Can you give extended descriptions of the physical features of different places around the world? Can you describe how some places are similar and others are different in relation to your human features? Can you accurately use a 4 figure grid reference? Can you create sketch maps when carrying out a field study? 	<ul style="list-style-type: none"> Can you give an extended description of the human features of different places around the world? Can you map land use with your own criteria? Can you describe how some places are similar and others are different in relation to your physical features? 	<ul style="list-style-type: none"> Can you recognise key symbols used on ordnance survey maps? Can you name the largest desert in the world? Can you identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? Can you explain how the time zones work?



Geography Learning Ladder – Nursery

Geographical Enquiry	Physical Geography	Human Geography	Knowledge
<ul style="list-style-type: none">• Discuss routes and locations, using words like 'in front of' and 'behind'. (M)• Use all their senses in hands-on exploration of natural materials. (UW)		<ul style="list-style-type: none">• Describe a familiar route. (M)	<ul style="list-style-type: none">• Understand position through words alone. For example, "The bag is under the table," – with no pointing. (M)• Begin to understand the need to respect and care for the natural environment and all living things. (UW)• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.(UW)



Geography Learning Ladder – Reception

Geographical Enquiry	Physical Geography	Human Geography	Knowledge
<ul style="list-style-type: none">• Draw information from a simple map. (UW)• Explore the natural world around them (UW)	<ul style="list-style-type: none">• Recognise some environments that are different to the one in which they live. (UW)• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)	<ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries. (UW)• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)	<ul style="list-style-type: none">• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (ELG)• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG)• Understand some important processes and changes in the natural world around them, including the seasons (ELG)



Skills Progression Document

National Curriculum Requirements of Geography at Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality.

They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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 shop






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
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. 'near' and 'far'; 'left' and 'right') to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.



Geography Learning Ladder – Year One

Geographical Enquiry	Physical Geography	Human Geography	Knowledge
<ul style="list-style-type: none">• Can you say what you like about your locality?• Can you sort things you like and don't like?• Can you answer some questions using different resources, such as books, the internet and atlases?• Can you think of a few relevant questions to ask about a locality?• Can you answer questions about the weather?• Can you keep a weather chart?	<ul style="list-style-type: none">• Can you tell someone your address?• Can you explain the main features of a hot and cold place?• Can you describe a locality using words and pictures?• Can you explain how the weather changes with each season?• Can you name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?	<ul style="list-style-type: none">• Can you begin to explain why you would wear different clothes at different times of the year?• Can you tell something about the people who live in hot and cold places?• Can you explain what you might wear if you lived in a very hot or a very cold place?	<ul style="list-style-type: none">• Can you identify the four countries making up the United Kingdom?• Can you find where you live on a map of the UK?• Can you point out where the equator, north pole and south pole are on a globe or atlas?

Hot and Cold Places Knowledge Mat Year 1		Areas of Study		Vocabulary Expectations			
End of Unit Quiz				North Pole	The North Pole is the most Northern Place on the Earth.		
				South Pole	The South Pole is the most Southern point on the Earth.		
1. Where is the equator and what is the temperature like there?		Antarctica	Desert	polar	Polar means at the top or the bottom of the world at the North or South Pole.		
2. Where is Antarctica and what is the temperature like there?		Africa	Jungle	Equator	An invisible line drawn around the Earth the splits it in half from the Northern Hemisphere and the Southern Hemisphere.		
3. Can you tell me a place in the world that is hot and wet?				desert	A desert is a place on the Earth where there is very little rainfall and it is hard for things to life there.		
4. What is a desert?				Northern Hemisphere	Anywhere on the Earth that is located North of the equator.		
5. Tell me what you might use to find out information about hot and cold places.		Non-Negotiable Knowledge		Southern Hemisphere	Anywhere on the Earth that is located South of the equator.		
		Not all deserts are hot, Antarctica is a desert because there is hardly any rainfall.		humid	A place that is hot and wet. Normally places that are humid have big rain storms because there is lots of water in the air.		
		Animals adapt to living in hot and cold places. Animals that live in cold places adapt to stay warm and animals that live in warm places adapt to stay cool.		temperature	How we measure how hot or cold something is.		
		Jungles are hot and wet. This makes them perfect places for plants to grown because they get lots of sun and water.					
		Over 4 million people live in Polar regions. They stay warm by wearing warm clothing and insulating their homes.					

Europe Knowledge Mat Year 1		Areas of Study		Vocabulary Expectations	
			city	A city is a large town. It normally has lots of people living there and lots of places to shop, eat and visit.	
	Italy	France	Country	A country is a place that has its own government. It normally has a number of cities in it.	
	Spain	Germany	Continent	A continent is a piece of land that normally contains a group of countries. Continents are large continuous pieces of land.	
			landmark	An important place or building.	
	Non-Negotiable Knowledge		End of Unit Quiz		
A map of Europe Can you find some of the countries you have been learning about on this map?		<p>Europe is one of the seven continents of the world. It is the continent in which we live.</p> <p>There are over 50 countries in Europe. Most of these countries are joined together in the European Union – an organisation that helps countries trade with each other and make laws to keep people safe.</p> <p>Russia is the biggest country in Europe. It is so big it is also in Asia!</p> <p>Europe has a number of countries in it that are responsible for much of exploration around the world.</p>	<p>1. Can you tell me some of the major landmarks in Europe?</p> <p>2. Can you tell me some of the countries in Europe and their capital cities?</p> <p>3. Can you tell me which is the biggest country in Europe?</p> <p>4. Can you tell me some human features you would find in a city?</p> <p>5. Can you tell me some of the physical features you would find in a city?</p>		

U.K/Kirkby-in-Ashfield Knowledge Mat Year 1

Capital Cities:

England - London
 Scotland - Edinburgh
 Wales - Cardiff
 Northern Ireland - Belfast

Kirkby-in-Ashfield Facts:

Kirkby-in-Ashfield is in Nottinghamshire.

There are about 25,000 people who live there.

Kirkby-in-Ashfield is famous for coal mining and railways.

Kirkby Woodhouse is located in the Ashfield district.



A map of the U.K

Can you use an atlas to find some other cities of the U.K?

Areas of Study



Using an atlas/map

Local places



Non-Negotiable Knowledge

There are 4 countries that make up the United Kingdom: England, Scotland, Wales and Northern Ireland.

Kirkby-in-Ashfield is a town in Nottinghamshire.

Kirkby Woodhouse is a village in Kirkby-in-Ashfield.

Cities, towns and villages have local amenities to help people shop, send letters and stay healthy.

A postcode uses numbers and letter to help identify where we live so we can get parcels and letters delivered.

Vocabulary Expectations

village	A group of houses together that is smaller than a town. Normally in a rural location.
rural	Rural means in the countryside.
urban	Urban means in a town or city where lots of people and buildings are.
amenities	A building or place that provides a useful service e.g. shop, post office, school etc.
Nottinghamshire	A county in the United Kingdom.
county	An area of a country where decision can be made locally to help local people and solve local problems.





End of Unit Quiz




1. What are the four countries that make up the U.K?
2. What are the capital cities of the U.K?
3. Tell me some physical features in a town or city.
4. Tell me your address and postcode.
5. Can you tell me how you can find out about new cities and towns in the UK?



Geography Learning Ladder – Year Two

Geographical Enquiry	Physical Geography	Human Geography	Knowledge
<ul style="list-style-type: none">• Can you label a diagram or photograph using some geographical words?• Can you find out about a locality by using different sources of evidence?• Can you find out about a locality by asking some relevant questions to someone else?• Can you say what you like and don't like about your locality and another locality like the seaside?	<ul style="list-style-type: none">• Can you describe some physical features of your own locality?• Can you explain what makes a locality special?• Can you describe a place outside Europe using geographical words?• Can you compare a place outside Europe with your locality?• Can you describe some of the features associated with an island?• Can you describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?	<ul style="list-style-type: none">• Can you describe some human features of your own locality, such as the jobs people do?• Can you explain how the jobs people do may be different in different parts of the world?• Do you think that people ever spoil the area? How?• Do you think that people try to make the area better? How?• Can you explain what facilities a town or village might need?	<ul style="list-style-type: none">• Can you name the continents of the world and find them in an atlas?• Can you name the world's oceans and find them in an atlas?• Can you name the capital cities of England, Wales, Scotland and Northern Ireland?

<p>Continents and Oceans</p> <p>Knowledge Mat</p> <p>Year 2</p>	<p>Areas of Study</p>		<p>Vocabulary Expectations</p>	
<p>End of Unit Quiz</p>			<p>North Pole</p>	<p>The North Pole is the most Northern Place on the Earth.</p>
<p>1. What are the names of the seven continents?</p>	<p>Antarctica</p> <p>Africa</p>		<p>South Pole</p>	<p>The South Pole is the most Southern point on the Earth.</p>
<p>2. What are the names of some of the world's major oceans?</p>	<p>South America</p> <p>Non-Negotiable Knowledge</p> <p>The seas around the U.K are the English Channel, The North Sea and the Irish Sea.</p> <p>There are seven continents in the world and five major oceans.</p> <p>The U.K. is in Europe. It is an island in the Atlantic Ocean.</p> <p>Asia is the biggest continent in the world by area and Australia is the smallest.</p> <p>The largest Ocean is the Pacific Ocean.</p>	<p>Equator</p>	<p>An invisible line drawn around the Earth that divides it in half from the Northern Hemisphere and the Southern Hemisphere.</p>	
<p>3. Can you tell me which continent the U.K. is in and the seas and oceans that surround it?</p>		<p>continent</p>	<p>A large piece of land that can contain many countries.</p>	
<p>4. Can you tell me the names of some major countries in each of the continents.</p>		<p>Northern Hemisphere</p>	<p>Anywhere on the Earth that is located North of the equator.</p>	
<p>5. Can you tell me the key features of some of the continents such as Africa, South America and Europe.</p>		<p>Southern Hemisphere</p>	<p>Anywhere on the Earth that is located South of the equator.</p>	
		<p>island</p>	<p>A piece of land that is entirely surrounded by water.</p>	
	<p>ocean</p>	<p>A large expanse of salt water that is normally made up of multiple seas.</p>		
	<p>sea</p>	<p>A body of salt water that surrounds land and coastal areas.</p>		
	<p>country</p>	<p>A nation with its own government that occupies a territory with define borders.</p>		

<p style="text-align: center;">Africa (Comparative Study) Knowledge Mat Year 2</p>	<p style="text-align: center;">Areas of Study</p>		<p style="text-align: center;">Vocabulary Expectations</p>	
<p style="text-align: center;">End of Unit Quiz</p>			<p>European</p>	<p>A group of countries that are in Europe. If you are born in Europe you are called European.</p>
<p>1. Can you tell me some features of a Kenyan village?</p>			<p>African</p>	<p>A group of countries that are called Africa. If you are from Africa you are called African.</p>
<p>2. What things are the same about Kenyan villages and Kirkby-in-Ashfield?</p>	<p style="text-align: center;">Africa - Kenya</p>		<p>wild life</p>	<p>Wild life is animals or plants that grow or live in the wild. They do not live with humans.</p>
<p>3. Can you tell me where Kenya is in the world and its capital city?</p>	<p style="text-align: center;">Non-Negotiable Knowledge</p>		<p>climate</p>	<p>Climate is what the weather is like in a place. In hot countries, the climate is hot.</p>
<p>4. Can you compare the climate in Kenya with Kirkby-in-Ashfield?</p>	<p>The capital city of Kenya is Nairobi.</p>		<p>drought</p>	<p>A drought is a long period of time without any rain.</p>
<p>5. Can you tell me how you could make villages better in Kenya?</p>	<p>Kenya is in Eastern Africa – it has a coastline.</p>		<p>government</p>	<p>A group of people who are in charge of running the country and making decisions. Often these people are elected.</p>
<p>6. Describe the jobs that people might do in this Kenyan village.</p>	<p>The two main languages spoken in Kenya are Swahili and English.</p>		<p>palm tree</p>	<p>A tree that grows in hot, tropical regions. It is tall and straight with</p>
	<p>The climate in Kenya is good for growing lots of types of flowers and plants. Tea and coffee is grown there.</p>		<p>mud hut</p>	<p>Mud huts are houses that are built out of mud and other natural materials to keep people sheltered from the sun.</p>
	<p>Large animals such as elephants, leopards and rhinoceroses live in Kenya.</p>		<p>mango</p>	<p>A fruit that is grown in hot tropical countries. It is yellow-red with a large stone in the middle.</p>
	<p>Kenya is still a developing country and over half of the population lives in poverty.</p>		<p>Kenya</p>	<p>Kenya is a large country located in the East of Africa</p>
<p>Kenya is also famous for producing a number of famous athletes, particularly runners.</p>				



Skills Progression Document

Kirkby

WOODHOUSE
SCHOOL
MAT
ASPIRE

National Curriculum Requirements of Geography at Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the

United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location knowledge

- 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
- 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
- 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)

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

Pupils should extend their knowledge and understanding beyond the local area to include the

United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

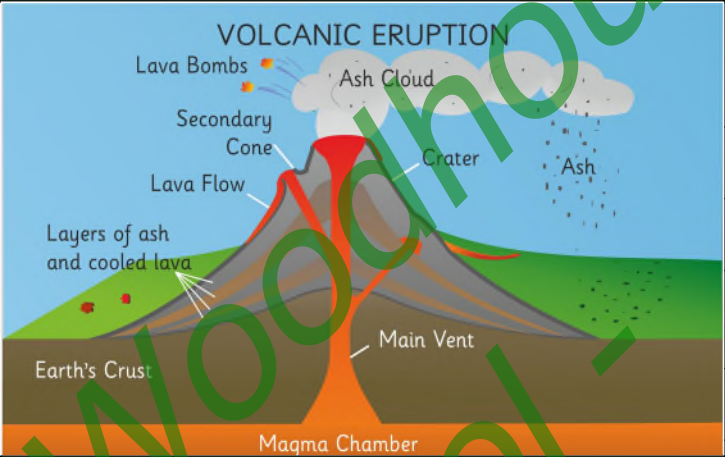
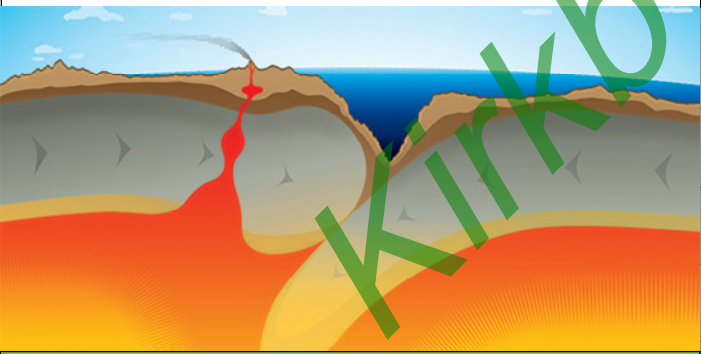
Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Geography Learning Ladder – Year Three

Geographical Enquiry	Physical Geography	Human Geography	Knowledge
<ul style="list-style-type: none">• Do you use correct geographical words to describe a place and the events that happen there?• Can you identify key features of a locality by using a map?• Can you begin to use grid references? Can you accurately plot NSEW on a map?• Can you use some basic OS map symbols?• Can you make accurate measurement of distances within 100KM?	<ul style="list-style-type: none">• Can you use maps and atlases appropriately by using contents and indexes?• Can you describe how volcanoes are created?• Can you describe how earthquakes are created?• Can you confidently describe physical features in a locality?• Can you locate the Mediterranean and explain why it is a popular holiday destination?• Can you recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?	<ul style="list-style-type: none">• Can you describe how volcanoes have an impact on people's lives?• Can you confidently describe human features in a locality?• Can you explain why a locality has certain human features?• Can you explain why a place is like it is?• Can you explain how the lives of people living in the Mediterranean would be different from your own?	<ul style="list-style-type: none">• Can you name a number of countries in the Northern Hemisphere?• Can you locate and name some of the world's most famous volcanoes?• Can you name and locate some well-known European countries?• Can you name and locate the capital cities of neighbouring European countries?• Are you aware of different weather in different parts of the world, especially Europe?

Volcanoes/Earthquakes Year 3	Volcano Cross Section	Vocabulary	
End of Unit Quiz		volcano	a mountain or hill having a crater or vent through which lava, rock fragments, hot vapour, and gas erupt from the earth's crust.
1. Can you tell me how Volcanoes are formed?		eruption	An explosion of steam or lava from the top of a volcano.
2. Can you tell me how Volcanoes form new rocks?		magma	Hot fluid or semi-fluid rock below the earth's crust.
3. Name some famous volcanoes and tell me where they are.		lava	Hot, molten rock erupted from a volcano, or solid rock after it has cooled.
4. Can you tell me how volcanoes impact on people's lives?		dormant	A dormant volcano is one that has not erupted for at least 10,000 years.
5. Tell me what the word dormant means.		tectonic plate	The big slabs of rock that makes up the Earth's crust that move around on top of the magma.
6. Most volcanoes are in the same geographical location. What is it called?		Non-Negotiable Knowledge Volcanoes explode when magma rises to the surface of the Earth. The gas and bubbles inside the magma increase the pressure until it explodes.	Types of Rock
7. Tell me why most of the volcanoes are located there?	sedimentary		
	Magma and lava are the same substance liquid, molten rock. Magma that reaches the Earth's surface is called lava.	igneous	igneous rocks erupt onto the surface, where they cool quickly to form small crystals. Some cool so quickly that they form an amorphous glass
	Lava cools to create rocks called igneous rocks. The lava cools and goes hard to create the rock.	metamorphic	Metamorphic rocks are formed from other rocks that are changed because of heat or pressure. Metamorphic rocks are made from other rocks
	When tectonic plates push together and create a crack in the earth for magma to escape, this is a volcano.	Earthquake Cross-Section	
When tectonic plates rub and catch on each other, they create a powerful wave of energy – this is an earthquake.			
	75% of the Earth's volcanoes are located at the Ring of Fire – an area around the Pacific Ocean.		

The Mediterranean

Year 3

End of Unit Quiz

1. Why is the Mediterranean a popular place for holiday makers?
2. What is the climate of The Mediterranean like?
3. Describe what a peninsula is.
4. Why do think the Mediterranean was home to so many Ancient civilisations?
5. Tell me where the Aegean sea is.
6. Can you tell me the name of some of the Greek islands?
7. Can you tell me the Capital City of Greece?
8. Tell me some of the famous Greek landmarks and their link to the Ancient Greek civilisation.

Parthenon



Greece



Map of the Mediterranean



Vocabulary

climate	The weather conditions in a location for an extended period of time.
precipitation	Rain, snow or sleet that falls to the ground.
coastal	A geographical area where the land meets the sea.
peninsula	A piece of land almost entirely surrounded by water.
Aegean Sea	A sea that sits between Turkey and Greece. It is historically important as the home of many important historical empires including Crete.
archipelago	A group of islands usually contained within a small area of sea.

Non-Negotiable Knowledge

- The Mediterranean Sea is a sea connected to the Atlantic Ocean. It is located north of Africa and South of Europe.
- Many of the most powerful ancient civilisations were located in the Mediterranean region.
- The Mediterranean climate is warm and dry in the summer and cool at wet in the winter.
- The Ancient Greeks expanded their empire across most of the Mediterranean region including Northern Africa.
- The Mediterranean basin covers three continents Africa, Europe and Asia.
- The Mediterranean is a popular holiday destination for tourists because the weather is consistently warm for large parts of the year.



Geography Learning Ladder – Year Four

Geographical Enquiry	Physical Geography	Human Geography	Knowledge
<ul style="list-style-type: none">• Can you carry out a survey to discover features of cities and villages?• Can you find the same place on a globe and in an atlas?• Can you label the same features on an aerial photograph as on a map?• Can you plan a journey to a place in England?• Can you accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?	<ul style="list-style-type: none">• Can you describe the main features of a well-known city?• Can you describe the main features of a village?• Can you describe the main physical differences between cities and villages?• Can you use appropriate symbols to represent different physical features on a map?• Can you explain how the water cycle works?• Can you explain why water is such a valuable commodity?	<ul style="list-style-type: none">• Can you explain why people are attracted to live in cities?• Can you explain why people may choose to live in a village rather than a city?• Can you explain how a locality has changed over time with reference to human features?• Can you find different views about an environmental issue? What is your view?	<ul style="list-style-type: none">• Can you locate the Tropic of Cancer and the Tropic of Capricorn?• Do you know the difference between the British Isles, Great Britain and UK?• Can you name up to six cities in the UK and locate them on a map?• Can you name and locate many of the world's major rivers on maps?

<p style="text-align: center;">York</p> <p style="text-align: center;">Year 4</p>	<p style="text-align: center;">York and the U.K.</p>		<p style="text-align: center;">Vocabulary</p>	
<p style="text-align: center;">End of Unit Quiz</p>			<p>Eboracum</p>	<p>The Roman name for the city of York when it was founded.</p>
<p>1. Why is York an important city in the U.K?</p>			<p>Jorvik</p>	<p>The Norse Viking name for the city of York.</p>
<p>2. Why do you think people want to live in York? Why is it a good city to live in?</p>			<p>minster</p>	<p>A large and important church built in England – normally as part of a monastery.</p>
<p>3. Tell me how York has changed over the years since its foundation.</p>			<p>culture</p>	<p>Ideas, customs and social behaviour of people who live in a specific place. Normally reflected in places like theatres, music halls, cinemas etc.</p>
<p>4. Tell me how York differs from Kirkby? What makes a city different from a village?</p>			<p>amenities</p>	<p>A building or place that provides a useful service e.g. shop, post office, school etc.</p>
<p>5. Tell me what a minster is and why it is important.</p>			<p style="text-align: center;">Non-Negotiable Knowledge</p>	
<p>6. Tell me where York is in the U.K and where it is in relation to Kirkby and London.</p>	<p>York is an ancient city founded in 71AD by the Romans.</p>	<p>urban</p>	<p>Urban means in a town or city where lots of people and buildings are.</p>	
<p style="text-align: center;">York Minster</p>		<p>York is located in Yorkshire – the biggest county in England.</p>	<p>county</p>	<p>An area of a country where decision can be made locally to help local people and solve local problems.</p>
		<p>York is famous for its Roman walls which have stood for centuries. They were built to protect the city from invaders.</p>	<p>transport links</p>	<p>a phrase used to describe the availability of different methods of transport for people to move around easily; buses, trains etc.</p>
		<p>York Minster is the tallest building in York. It is one of the largest and finest of its kind in Northern Europe. The minster seat is the seat of the Archbishop of York, which is the second highest seat in the Church of England.</p>	<p>medieval</p>	<p>A period of time in history which saw the building of a number of castles. It finished in the middle of the 15th century.</p>
		<p>The Shambles is an old street in York with overhanging timber framed buildings, some dating back as far as the fourteenth century, and is estimated to be one of the best preserved medieval shopping streets in Europe.</p>	<p>commercial centre</p>	<p>A place that has a number of businesses that provide services in return for payment such as shops.</p>

<p style="text-align: center;">South Africa</p> <p style="text-align: center;">Year 4</p>	<p style="text-align: center;">South African Maps/Flag</p>		<p style="text-align: center;">Vocabulary</p>	
<p style="text-align: center;">End of Unit Quiz</p>	 <p>The top part of this section contains three images: a map of Africa with South Africa highlighted in green, the South African flag, and a map of Southern Africa showing South Africa and its neighbors (Zimbabwe, Botswana, Mozambique, Namibia, Lesotho, Swaziland, and Cape Town). The bottom part of this section contains a green banner with the text 'Non-Negotiable Knowledge'.</p>		<p>The Tropic of Capricorn</p>	<p>The Tropic of Capricorn is an invisible line that goes around the Earth. It is the southern most point on the Earth where the sun can be directly overhead.</p>
<p>1. Tell me where the tropics of Cancer and Capricorn are.</p>			<p>The Tropic of Cancer</p>	<p>The Tropic of Cancer is an invisible line that goes around the Earth. It is the northern most point on the Earth where the sun can be directly overhead.</p>
<p>2. What is the climate of South Africa is like and how does it compare to the U.K?</p>			<p>Nelson Mandela</p>	<p>The President of South Africa from 1994 - 1999. He was a revolutionary leader and an anti-apartheid campaigner.</p>
<p>3. What has life been like for people who live in South Africa and how it has changed over time?</p>			<p>apartheid</p>	<p>A system of segregation in South Africa where black people and white people were segregated. White people were classified as a having a higher status.</p>
<p>4. How has the populace of South Africa changed over time and why has this happened?</p>			<p style="text-align: center;">Non-Negotiable Knowledge</p> <p>South Africa is the southernmost country in Africa with a coastline that is over 2,500km long.</p>	<p>temperate climate</p>
<p>5. What is the capital city of South Africa?</p>	<p>The North of South Africa is hot and humid as it is closer to the equator. Most of the big cities are in the South of the country where the climate is more temperate.</p>	<p>biodiversity</p>	<p>The variety of different plant and animal life that exists in a place.</p>	
	<p>South Africa sits on the invisible line called the Tropic of Capricorn.</p>	<p>colonisation</p>	<p>The process of invading, settling and taking control over the indigenous people.</p>	
	<p>The Cape Fold Mountains are located in the South West of the country.</p>	<p>indigenous</p>	<p>A word meaning originating from or native to a particular place.</p>	
	<p>One of the most famous mountains is called Table Mountain which overlooks Cape Town, the capital city of South Africa.</p>	<p>populace</p>	<p>The people who live in a particular place.</p>	

Rivers Year 4		River journey diagram	Vocabulary	
End of Unit Quiz			source	The source of the river is where it begins – normally in high ground.
1. Tell me the name of some capital cities that have rivers supporting their development.	tributary		When one stream meets another and merge together – the smaller stream is called a tributary.	
2. Tell me the journey of a river from its source to the sea.	mouth		Part of the river where it flows into another river, sea, reservoir or ocean.	
3. Tell me how rivers impact human settlements and why cities are often built near or next to rivers.	estuary		An estuary is where a fresh water stream meets an ocean or sea.	
4. What does the word erosion mean?	meander		A meander is a bend or curve in the river.	
5. What are the processes involved in the water cycle?	stream		A small freshwater body of flowing water.	
6. Tell me the names of three U.K rivers.	erosion	Erosion is where the moving water washes away part of the bank of the river to change its course.		
Capital Cities and their rivers		deposition	Where rocks, soils and sediments are move by the flow of the river from one part of the river bed to another.	
River Seine	Paris, France	Trent	The third longest river in the U.K. and the longest major river to Nottinghamshire. It used to be used to mark the boundary border between North and South England.	
River Nile	Cairo, Egypt	Thames	The second longest river in the U.K and the river the flows through the City of London.	
River Danube	Vienna, Austria	Severn	The longest river in the U.K. It flows through England and Wales. During high tides a wall of water can travel upstream for over 25 miles. This tidal wave is known as the Severn Bore.	
River Ottawa	Ottawa, Canada			
River Thames	London, England			
		Non-Negotiable Knowledge		
		The water cycle is the journey water takes as it moves from the land to the sky and back again. It follows a cycle of evaporation, condensation, precipitation and collection.		
		Rivers run through every continent of the world but Antarctica.		
		Many major cities have been built next to rivers because they provide opportunities for food, water and transport.		
		The U.K is an island in the Atlantic Ocean.		
		River formations have taken place of millions of years. The shape of the river is determined by the flowing of water downhill and the erosion and deposition of rocky materials.		
		The River Trent's journey starts at Biddulph Moor in Staffordshire and flows into the North Sea.		



Geography Learning Ladder – Year Five

Geographical Enquiry	Physical Geography	Human Geography	Knowledge
<ul style="list-style-type: none">• Can you collect information about a place and use it in a report?• Can you map land use and see how it has changed over time?• Can you find possible answers to your own geographical questions?• Can you make detailed sketches and plans; improving your accuracy later?• Can you plan a journey to a place in another part of the world, taking account of distance and time?	<ul style="list-style-type: none">• Can you explain how the establishment of trade routes has helped cities to grow in population? - Can you give some examples?• Can you explain how a location fits into its wider geographical location; with reference to physical features?	<ul style="list-style-type: none">• Can you explain how a location fits into its wider geographical location; with reference to human and economical features?• Can you explain what a place might be like in the future, taking account of issues impacting on human features?	<ul style="list-style-type: none">• Can you locate the USA and The Americas on a world map and atlas?• Can you locate and name the main countries of Tudor exploration on a world map and atlas?

Tudor Exploration, Trade and Transport

Year 5

End of Unit Quiz

1. Can you name and locate some of the countries visited during the Age of Exploration?
2. Can you explain why rivers and seas were so important in the Tudor period and how they remain an important geographical feature in modern day cultures.
3. Can you map the journey that Tudor explorers took to new lands?
4. Explain the implications of exploring and travelling to new worlds?
5. Tell me some of the goods that were discovered during the Tudor Age of Exploration that were traded.
6. Can you say which continents the countries visited by the Tudors are in.



Spice Trail Route

Sir Francis Drake's Route



Non-Negotiable Knowledge

Many cities have grown due to their connection to rivers and the sea. The ability to import and export products has led to growth in population.

Exploration by land and sea has led to the growth of many countries across the world, creating wealth and new opportunities for humans to move.

Modern day transport and trade routes create pollution and further add to the greenhouse gasses in the atmosphere, but they are also essential for acquiring goods that each country needs.

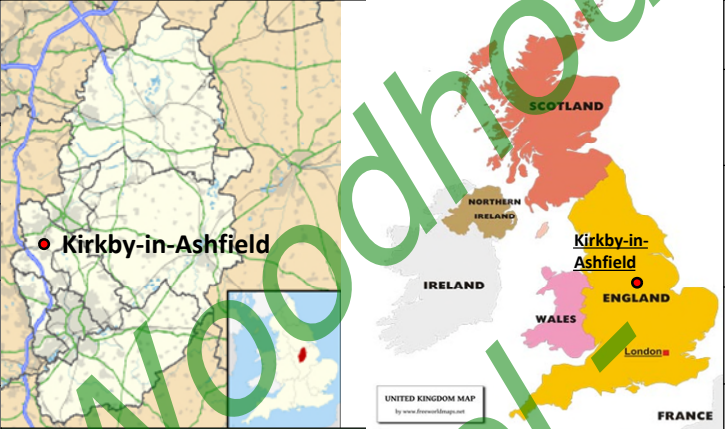
Sir Francis Drake's circumnavigation of the world took 3 years to complete, and he was the second person to achieve this feat.

The Tudors were not the only explorers at this time in history. Many great European countries such as Spain and Portugal were also exploring other countries by sea.

The impact of early exploration is still evident today in the human and physical features of the explored countries. People in South America speak Spanish and Portuguese and most are Christians. This was brought the South America by European explorers.

Vocabulary

Atlantic Ocean	The world's second largest ocean. It is located between Europe and Africa and the Americas.
Pacific Ocean	The Pacific Ocean is the largest and deepest of the world's oceans.
Indian Ocean	The Indian Ocean is the world's third largest ocean.
trade route	A long-distance route where goods are transported from place to place and sold
circumnavigation	The process of travelling around the world.
export	Sending goods to another country for sale.
import	Bringing goods from another country to buy.
latitude	A distance that is measured in north or south from the equator.
longitude	A distance that is measured in east or west from Greenwich Meridian.
Greenwich Meridian	The name given for the vertical line that divides the earth at 0°. Similar to the equator but it runs North to South. It is also where time zones are measured from.

Kirkby-in-Ashfield Year 5	Map of Kirkby-in-Ashfield	Vocabulary		
End of Unit Quiz		Nottinghamshire	A county in England located in the East Midlands.	
1. Can you tell me how Kirkby-in-Ashfield has changed in the last 200 years?		Ashfield District	A body of local government that makes decisions about the area around Kirkby-in-Ashfield.	
2. Can you explain how the geographical features of the local area contributed to Kirkby-in-Ashfield's population growth.		Market Town	A market town is a place that dates back to medieval times and was granted permission to trade and sell goods.	
3. What does the census data tell us about the population of Kirkby-in-Ashfield?		Erewash Valley	A valley the runs between the Nottinghamshire and Derbyshire boundary.	
4. Tell me about the legacy of mining and how it still affects life in Kirkby today.		Mining	The process of extracting valuable materials from the earth.	
5. Tell me why it was important for Kirkby-in-Ashfield to be connected to a trainline and the canal.		<h3>Non-Negotiable Knowledge</h3>	Mansfield and Pinxton Railway	A horse drawn railway that transported goods from Mansfield and Kirkby to the Cromford canal in Pinxton.
6. Explain what a Market Town is.		Kirkby-in-Ashfield is a market town in Nottinghamshire. It is listed in the Domesday Book so the settlement pre-dates 1086.	demographic	How the population of an area is made up. Such as young/old or White British/European National
7. Tell me how you can find out about the population and demographic of different areas in the U.K		Kirkby-in-Ashfield has a population of around 25,000 people as listed at the last public census.	populace	The people living in a certain area.
8. Tell me why countries are split up into areas, districts and regions and how it helps governance.		Kirk is a Danish word for church – originally Kirkby-in-Ashfield was known as "church town".	Domesday Book	A record compiled in 1086 of the towns, cities and villages of England and Wales.
9. Tell me some physical features that are specific to Kirkby-in-Ashfield.	The population of Kirkby-in-Ashfield grew quickly in the 1800s. Railways and coal mining brought jobs and new people to the town.	census	An official count or survey of the population of the country.	
	Since the closure of the coal mines in the 1990s, Kirkby-in-Ashfield has created fewer jobs and fewer new industries.			

Rainforests

Year 5

End of Unit Quiz

The Rainforest



Non-Negotiable Knowledge

Rainforests cover only 6% of the Earth's surface, but contain over 30 million different species of animal and plant – more than 2/3rd of the entire species of the world.

Rainforests get at least 250cm of rainfall a year – sometimes this is double at 450cm.

The Amazon rainforest is the largest rainforest in the world. It is located in South America.

80% of the flowers in the Australian rainforest are found nowhere else in the world.

Much of the life in the rainforest can be found in the canopy.

We depend on rainforests because they are so full of life, and all the plants and trees produce around 20% of the oxygen in the world that we need to breathe.

Vocabulary

canopy

The canopy is made up of overlapping leaves and branches from rainforest trees.

emergent layer

The emergent layer given to the tops of the trees that poke up above the canopy.

understory

The understory is a tangle of young trees, saplings and vine. It traps in the heat and moisture so it is very hot.

deforestation

When forests are permanently cut down and cleared for another use.

endangered

An endangered species means there are very few left and they are likely to become extinct.

indigenous
biomes

Indigenous people or things belong to the country they are found in.

A biome is a distinct biological community that has formed in response to a specific climate.

temperate

A mild climate that doesn't get too warm or too cold.

extinction

Extinction is the death of all of the creatures/plants on earth.

destruction

The act of destroying something.

biodiversity

A variety of plant and animal life that share a particular habitat.

1. Can you tell me the different layers of the rainforest?

2. Can you tell me the impact that rainforests have on the Earth and why they are an important geographical location to study?

3. Explain what the features of a rainforest are, including their climate.

4. Tell me where rainforests are located.

5. Can you explain the impact of human activity on rainforests and explain what the consequences of this might be?

6. Why is the rainforest an important habitat for maintaining and supporting different species of animals?

7. Explain why the preservation of rainforests is becoming an increasingly important issue.

8. Why do you think humans have acted in a way to cause rainforests to become increasingly damaged?

9. Tell me your opinion on deforestation and what the solutions could be?



Geography Learning Ladder – Year Six

Geographical Enquiry	Physical Geography	Human Geography	Knowledge
<ul style="list-style-type: none">• Can you confidently explain scale and use maps with a range of scales?• Can you choose the best way to collect information needed and decide the most appropriate units of measure?• Can you make careful measurements and use the data?• Can you use OS maps to answer questions?• Can you use maps, aerial photos, plans and web resources to describe what a locality might be like?	<ul style="list-style-type: none">• Can you give extended descriptions of the physical features of different places around the world?• Can you describe how some places are similar and others are different in relation to your human features?• Can you accurately use a 4 figure grid reference?• Can you create sketch maps when carrying out a field study?	<ul style="list-style-type: none">• Can you give an extended description of the human features of different places around the world?• Can you map land use with your own criteria?• Can you describe how some places are similar and others are different in relation to your physical features?	<ul style="list-style-type: none">• Can you name the largest rainforests in the world?• Can you tell me the countries of South America, particularly those important to the Maya Civilisation?• Can you identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?• Can you explain how the time zones work?

South America		South America	Vocabulary	
Year 6			street children	Street children are groups of children with no home or parents and are forced to beg for a living.
End of Unit Quiz			Pampas	The Pampas are fertile South America lowlands that cover more than 750,000 km ²
1.	Can you name the largest rainforests in the world?		Anaconda snake	Anacondas are semi-aquatic snakes found in tropical South America. They are some of the largest snakes in the world.
2.	Can you tell me the countries of South America, particularly those important to the Maya Civilization?		I am somebody	A poem which was used in a campaign to bring attention to the street children of Brazil.
3.	Can you describe the geographical features in different places in South America?		Andes	The Andes are the world's longest continental mountain range. They lie as a continuous chain of highland along the western coast of South America.
4.	Can you explain the similarities and differences of places in South America and places in Britain?		inhabitants	A person or animal that is a permanent resident of a particular place or region.
5.	Can you explain how the geographical features in South America support lots of different types of animal and plant life?		sparsely populated	Sparsely populated means that there few people scattered about the area.
6.	Can you explain how the geography of South America has changed over time, linking together your learning of the Maya civilization?	Titicaca lake	Lake Titicaca straddles the border between Peru and Bolivia in the Andes Mountains and is one of South America's largest lakes.	
South American Countries		Non-Negotiable Knowledge	Maya	The Maya are an Ancient civilization noted for their development systems for writing and mathematics. The Maya civilization was located in modern day Mexico, Guatemala and Belize.
Brazil	Argentina	There are 12 countries in South America and almost 400 million people live there.	Atacama Desert	The Atacama desert is one of the driest places in earth. It has a stony terrain, rather than sandy.
Chile	Colombia	Brazil is the largest country and covers almost half of the continent. It is only slightly smaller than the USA.		
Venezuela	Peru	South America's longest river is the Amazon, which is the second longest river in the world. However, the Amazon holds more water than any other river in the world.		
Suriname	Bolivia	Sao Paulo is the largest city in Brazil. More than 20 million people live there.		
Uruguay	Paraguay	Spanish is the most spoken language in South America. In Brazil, however, people speak Portuguese.		
Guyana	Ecuador	When European explorers arrived in South America, there were a number of indigenous people settled there. These civilizations included the Maya and the Inca.		



Auditing the
curriculum

Auditing the Geography Curriculum – Intent

Questions to consider	What is currently happening?	How do you know?	Any further action? <small>(Leave blank if the answer is “continue to monitor”)</small>
<p>What is the rationale for the geography curriculum in your school?</p> <p>How does it match your school’s ethos?</p>			
<p>Is there a skills progression document in place that allows staff to deliver cross-curricular learning as set out in the school’s rationale/ethos?</p> <p>How does planning show this?</p>			
<p>How does the curriculum ensure that all children are able to access the content of the geography curriculum?</p>			

Kirkby Woodhouse School - ASPIRE MAT

Auditing the geography Curriculum – Intent

Questions to consider	What is currently happening?	How do you know?	Any further action? <small>(Leave blank if the answer is “continue to monitor”)</small>
How is learning enriched in the curriculum? How does the school ensure pupils extend their learning beyond the National Curriculum?			
How does the school ensure pupils can at least meet end of key stage requirements in geography?			
How do you ensure that the teaching of vocabulary and language is consistent to help develop knowledge in geography?			

Kirkby Woodhouse School - ASPIRE MAT

Auditing the geography Curriculum – Implementation

Questions to consider	What is currently happening?	How do you know?	Any further action? <small>(Leave blank if the answer is "continue to monitor")</small>
Are you clear about your role as subject leader?			
<p>How do senior leaders know about pupils' outcomes in relation to the NC programmes of study?</p> <p>Do you provide short written reports or verbal feedback to leaders? Do you give presentations?</p>			
<p>How do you support staff in delivering the curriculum?</p> <p>How do we provide support and training.</p>			
How do you develop best practice in the school and across the academy?			

Kirkby Woodhouse School - ASPIRE MAT

Auditing the geography Curriculum – Implementation

Questions to consider	What is currently happening?	How do you know?	Any further action? <small>(Leave blank if the answer is "continue to monitor")</small>
Is the curriculum effectively resourced?			
How do teachers adapt long term and medium term planning to meet the needs of specific classes, groups and individuals?			

Kirkby Woodhouse School - ASPIRE MAT

Auditing the geography Curriculum – Impact

Questions to consider	What is currently happening?	How do you know?	Any further action? <small>(Leave blank if the answer is “continue to monitor”)</small>
<p>Is historical knowledge taught to an appropriate depth and with clear and necessarily detailed progression through each year group?</p> <p>Or is the curriculum too weighted towards skills, rather than a balance of skills and knowledge?</p> <p>It is useful to check against the NC Programme of Study for coverage of the knowledge elements. Do pupils have opportunities to apply their historical knowledge in their work and is this clearly evidenced when comparing books from consecutive year groups?</p>			
<p>Are effective assessment arrangement in place for geography? How does this information make a clear difference to teaching and outcomes?</p> <p>Is it a useful system that is not overly time consuming or is it there just to produce data?</p>			
<p>How are standards in geography moderated to ensure assessments are accurate?</p> <p>Are there any exemplars of work showing historical knowledge typical for a specific year group available in school?</p> <p>Do class teachers and the geography subject leader compare work in pupils’ books to check expectations</p>			

Kirkby Woodhouse School - ASPIRE MAT



Quality
Assurance

WIKYBY WOODHOUSE
SCHOOL -
ASPIRE MAT



Kirkby Woodhouse School—Pupil Questionnaire geography Spring Term

	AGREE	DISAGREE	NOT SURE
I enjoy learning in geography lessons			
The work in geography lessons is interesting and challenging			
I sometimes find work too easy in geography lessons			
Teachers' explanations in geography lessons are clear and easy to follow			
Teachers help me to improve my learning in geography lessons			
Geography lessons are different and interesting each time			
Geography lessons happen often in our classroom			
I can talk confidently about what we are learning about in geography at the moment			
I can talk about what I learned in geography lessons I was taught last year			
I learn about different periods of time in geography lessons			
I have been part of at least one geography trip outside of school during my time at KWS.			
I know how to use sources to find out about the past.			
In geography lessons we ask questions about the past and learn how to find the answers.			
We link our geography work to other lessons e.g. reading, art, music, etc.			



Kirkby Woodhouse School - Pupil Interview Spring Term

1. Tell me about the geography lessons you have had this year. (What activities have you done? What have you learned about?)

2. What do you enjoy about geography lessons and what do you find difficult?

3. Can you tell me about any other geography lessons you have had during your time at KWS?

4. Tell me what geography opportunities there are at KWS. (ASPIRE, clubs, trips etc.)

5. Tell me what a normal geography lesson looks like. What happens and what activities do you do?



Hot and Cold Places Knowledge Mat

KS1

End of Unit Quiz

1. Where is the equator and what is the temperature like there?
2. Where is Antarctica and what is the temperature like there?
3. Can you tell me a place in the world that is hot and wet?
4. What is a desert?
5. Tell me what you might use to find out information about hot and cold places.

Europe Knowledge Mat

KS1

End of Unit Quiz

1. Can you tell me some of the major landmarks in Europe?
2. Can you tell me some of the countries in Europe and their capital cities?
3. Can you tell me which is the biggest country in Europe?
4. Can you tell me something about the European Union?
5. Can you tell me some of the physical features you would find in a city?

U.K./Kirkby Knowledge Mat

KS1

End of Unit Quiz

1. What are the four countries that make up the U.K?
2. What are the capital cities of the U.K?
3. Tell me some physical features in a town or city.
4. Tell me your address and postcode.
5. Can you tell me how you can find out about new cities and towns in the UK?



Volcanoes/Earthquakes

Year 3

End of Unit Quiz

1. Can you tell me how Volcanoes are formed?
2. Can you tell me how Volcanoes form new rocks?
3. Name some famous volcanoes and tell me where they are.
4. Can you tell me how volcanoes impact on people's lives?
5. Tell me what the word dormant means.
6. Most volcanoes are in the same kind of area. What is it called?
7. Tell me why most of the volcanoes are located there?

The Mediterranean

Year 3

End of Unit Quiz

1. Why is the Mediterranean a popular place for holiday makers?
2. What is the climate of The Mediterranean like?
3. Describe what a peninsula is.
4. Why do think the Mediterranean was home to so many Ancient civilisations?
5. Tell me where the Aegean sea is.
6. Can you tell me the name of some of the Greek islands?
7. Can you tell me the Capital City of Greece?
8. Tell me some of the famous Greek landmarks and their link to the Ancient Greek civilisation.



Kirkby Woodhouse School – Quality Assurance Moderation EoY

York

Year 4

End of Unit Quiz

1. Why is York an important city in the U.K?
2. Why do you think people want to live in York? Why is it a good city to live in?
3. Tell me how York has changed over the years since its foundation.
4. Tell me how York differs from Kirkby? What makes a city different from a village?
5. Tell me what a minster is and why it is important.
6. Tell me where York is in the U.K and where it is in relation to Kirkby and London.

South Africa

Year 4

End of Unit Quiz

1. Tell me what the tropics of Cancer and Capricorn are.
2. What is the climate of South Africa like and how does it compare to the U.K?
3. What has life been like for people who live in South Africa and how it has changed over time?
4. Tell me how the populace of South Africa has changed over time and why?
5. What is the capital city of South Africa?

Rivers and coasts

Year 4

End of Unit Quiz

1. Tell me the name of some Capital Cities that have rivers supporting their development.
2. Tell me the journey of a river from its source to the sea.
3. Tell me how rivers impact of human settlements and why cities are often build near or next to rivers.
4. Tell me what the word erosion means.
5. Tell me how rivers were important to early settlements like the Stone Age and Ancient Egyptians.
6. Tell me the names of three U.K rivers.
7. Can you tell me the names of some coastlines around the U.K?



Kirkby Woodhouse School – Quality Assurance Moderation EoY

Tudor Exploration, Trade and Transport Year 5
End of Unit Quiz
1. Can you name and locate some of the countries visited during the Age of Exploration?
2. Can you explain why rivers and seas were so important in the Tudor period and how they remain an important geographical feature in modern day cultures.
3. Can you map the journey that Tudor explorers took to new lands?
4. Explain the implications of exploring and travelling to new worlds?
5. Tell me some of the goods that were discovered during the Tudor Age of Exploration that were traded.
6. Can you say which continents the countries visited by the Tudors are in.

Kirkby-in-Ashfield Year 5
End of Unit Quiz
1. Can you tell me how Kirkby-in-Ashfield has changed in the last 200 years?
2. Can you explain how the geographical features of the local area contributed to Kirkby-in-Ashfield's population growth.
3. What does the census data tell us about the population of Kirkby-in-Ashfield?
4. Tell me about the legacy of mining and how it still affects life in Kirkby today.
5. Tell me why it was important for Kirkby-in-Ashfield to be connected to a trainline and the canal.
6. Explain what a Market Town is.
7. Tell me how you can find out about the population and demographic of different areas in the U.K
8. Tell me why countries are split up into areas, districts and regions and how it helps governance.
9. Tell me some physical features that are specific to Kirkby-in-Ashfield.



Kirkby Woodhouse School – Quality Assurance – Deep Dive Questions

Deep Dive Questions	Answers?
<p>Tell me how well pupils achieve in your subject.</p> <p>How do you know this and monitor it to make sure assessment is accurate.</p>	
<p>Who monitors your subject leadership and how are you held to account for the progress children make in your subject?</p>	
<p>What are your improvement plans for your subject?</p> <p>How do you identify strengths and what needs to be improved?</p>	
<p>How do you ensure that coverage of the National Curriculum across year groups and how do you ensure that knowledge and skills progress year on year?</p>	
<p>How do teachers break your subject down into component parts? Do they follow a scheme or do they plan in another way? How is this monitored?</p>	
<p>Tell me how you support staff in teaching your subject. How often is CPD provided and what support do you give?</p>	