

Sissinghurst Church of England VA Primary
School

Stepping Stone Curriculum

Scheme of work for:

Geography



Creative, courageous and aspirational learning in the strength of God

Sissinghurst Geography Curriculum Intent

At Sissinghurst Primary we believe that Geography is an exciting subject through which we can inspire in pupils a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives.

We aim to open the physical and human world up to our children and ignite within them the passion to explore and protect the world we live in and its peoples.

Our values are embedded in all our teaching through our Leaves of Learning. In Geography children reflect on how the school values of Kindness, service, courage and forgiveness can enable humans to be environmental stewards and courageous advocates for the world and its people.

Service: Through our curriculum we seek to deepen the understanding of the Earth's human and physical forms and processes and the impact we have on our world including the responsibility we have for our world and all its people.

Kindness: Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Forgiveness: We recognise that it is important for our children to learn more about people and places beyond our small part of the world. We aim to equip our children with geographical skills to develop their knowledge and challenge misconceptions and prejudice through studying places, people, natural and human environments. We recognise the importance of learning from mistakes without blame and making changes in our world for a more positive future.

Courage: Opportunities to develop Geographical skills and investigate our world and the people who inhabit it is crucial to our school vision. At Sissinghurst we try to be courageous advocates for the planet, Geographical knowledge is central to give the children the knowledge and skills which will enable them to speak out for others' locally, nationally and globally.

Implementation of our curriculum Intent through our stepping stones.

Our Geography curriculum is taught through planned '*stepping stones*', where each year children develop and build on previous learning. In our school, key stage 2 (years 3 – 6) are spread over three classes rather than 4, because of this it is crucial we are clear on which



skills and knowledge are covered in each year group and which are covered over the course of the 4 years in key stage 2.

Year group stepping stones: The Sissinghurst stepping stones assessed on a yearly basis for Geography include: human and physical Knowledge; Geographical Skills & Field work and key vocabulary. Children will be assessed using a variety of low stakes quizzing, pupil conferencing and work reviews to ensure that they have developed the required skills and knowledge before moving on to the next year group stepping stone.

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. By the end of key stage 1 children will have compared where they live to places outside of Europe and ask and answer geographical questions.

In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use a range of fieldwork skills. Geographical enquiry and fieldwork skills are revisited and consolidated throughout the KS2 phase to an end point at the end of year 6. In KS2 children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.

Key vocabulary is also included in each geographical stepping stone these are to be used by children to deepen their geographical knowledge and enable them to speak like geographers with confidence in their geographical enquiry abilities.

Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom including visits and fieldwork activities.

The stepping stones for each year group are used to ensure progression in skills.

Key stage stepping stones: Locational and place knowledge is delivered on a two year rolling cycle in key stage 1 and a four year rolling cycle in KS2. The end points are assessed at the end of the key stage phase, when all children will have completed a full cycle of geographical learning.

Assessments of and tracking of stepping stones, allow us to have confidence in the progression of skills and key knowledge regardless of each child's route through key stage 2.

Learning Journey

To engage our children fully in Geographical learning we deliver Geography through a 'learning journey' which is studied by the whole of the key stage. The learning journey is focussed around a 'big question' and to answer this question, children may investigate and present learning through a range of subjects including: Geography, History, English writing, art and DT.



The subject specific progression points for each year group, 'stepping stones', can be incorporated within whichever 'Learning Journey' is being investigated this allows us to plan learning journeys around a key question which is topical and relevant to the children's interests.

The learning journey will begin with a leaflet which is sent home to engage the whole family in the child's learning. This leaflet, which we call '*a knowledge organiser*', is used throughout the learning journey to help children commit information to long term memory. The knowledge organisers may be used as part of low stakes quizzes and children may build on the knowledge organisers throughout the learning journey. The leaflet shares the key knowledge; questions; home reading suggestions; experiences which could be engaged with; further research; vocabulary and take home tasks to complement the learning at home.

During the Learning Journey there will be a hook experience to engage the interest of the children, we call this a '*stunning start*'. Half way through the learning journey there will be '*a marvellous middle*' event/experience to further develop engagement with the learning and finally an opportunity to celebrate learning in the '*fabulous finish*'. As part of our fabulous finish parents are invited in to the classroom to share and review the learning from the term with their children.

During the learning journey there will be times when the learning provides opportunities for discussion about our school values. Where there are links to our leaves of learning, the teacher or child may indicate which value has been focussed upon and may reflect on their thoughts about this value within Geography.

Service

Sustainability

Community

Kindness

Stewardship

Creativity

Courage

Advocacy

Leadership

Forgiveness

Uniqueness

Teamwork



Year 1
Geography Stepping Stones

Human and physical Knowledge Progression	Skills & Field work Progression
<p>Can I compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality?</p> <p>Can I compare and Contrast a farm with the seaside?</p> <p>Can I talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis?</p> <p>Can I identify land use around the school?</p>	<p>Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities?</p> <p>Can I use aerial images to recognise landmarks and basic physical features?</p> <p>Can I use simple fieldwork to observe, measure and record the human and physical features in the local area?</p> <p>Can I use a simple key to recognise physical or human features on a map?</p> <p>Can I create a simple map of my local environment? Can I draw picture maps of imaginary places and from stories?</p> <p>Maps: Use a simple picture map to move around the school; Recognise that it is about a place.</p>

Human and physical Vocabulary Progression

Can I use geographical vocabulary including:

beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop, sand, ocean, weather, sea, water, seaside, town, map, shop to refer to the physical and human features of places studied?

<u>Locational Knowledge</u>	<u>Place Knowledge</u>
The planned learning journey will be a study of the local area and comparison with a different area within the UK	The planned learning journey will be a study of the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting <u>non-European</u> country

As a geographer:

Can I name and locate the four countries making up the British Isles, with their capital cities?

Can I name the surrounding seas of the United Kingdom?

Can I talk about the main features of each of the four countries that make up the United Kingdom?



Year 2
Geography Stepping Stones

Human and physical Knowledge Progression	Skills & Field work Progression
<p>Can I ask and answer geographical questions such as: What is this place like?</p> <p>What or who will I see in this place?</p> <p>What do people do in this place?</p> <p>Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles?</p> <p>Can I compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences?</p>	<p>Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied?</p> <p>Can I learn and use the four points of a compass to describe the location of features on a map?</p> <p>Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map?</p> <p>Can I use aerial images and plan perspectives to recognise landmarks and basic physical features?</p> <p>Can I devise a simple map, and use and construct basic symbols in a key?</p> <p>Can I use simple grid references? (A1, B1)</p> <p>Can I draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph)</p> <p>Can I use fieldwork to observe, measure and record the human and physical features in the local area?</p> <p>Maps: Follow a route on a map. Use a plan view. Use an infant atlas to locate places.</p>

Human and physical Vocabulary Progression

Can I use geographical vocabulary including: Sand, ocean, weather, sea, water, seaside, town, map, shop, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied?

<u>Locational Knowledge</u>	<u>Place Knowledge</u>
The planned learning journey will be a study of the local area and comparison with a different area within the UK	The planned learning journey will be a study of the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting <u>non-European</u> country

As a geographer:

Can I locate and name the continents on a World Map?

Can I locate and label the five oceans?

Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?

Key stage 1 End Point:

End point assessed at the end of the key stage when children will have completed the full 2 year cycle.

Children will understand geographical similarities and differences of the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

They will be able to name and locate the world's seven continents and five oceans.

They will be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas



Year 3
Geography Stepping Stones

Human and physical Knowledge Progression	Skills & Field work Progression
<p>Can I ask and answer geographical questions about the physical and human characteristics of a location?</p> <p>Can I describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in another country?</p> <p>Can I describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in another country?</p>	<p>Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied?</p> <p>Can I make a map of a short route experienced, with features in correct order?</p> <p>Can I make a simple scale drawing?</p> <p>Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map?</p> <p>Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies?</p> <p>Can I use a wider range of resources to identify the key physical and human features of a location?</p> <p>Can I use the four points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world?</p> <p>Can I create maps of locations identifying some features using a key?</p>

Human and physical Vocabulary Progression

Can I use geographical vocabulary including:
Volcano, eruption, magma, crust, mantle, outer core, inner core, climate zones, active, dormant, topsoil, subsoil, bedrock, tornado, biome, tectonic plate, tsunami, vegetation belt

Locational and Place knowledge is taught on a 4 year rolling cycle throughout Key Stage 2 and end points are assessed at the end of the key stage (see end of the document for knowledge and skills for each learning journey)

Year a:	Year b:	Year c:	Year d:
A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.	A study of the UK and a European Country	A study of the UK and a region of a North American or South American country	A study of the UK and a region beyond Europe and North or South America.



Year 4
Geography Stepping Stones

Human and physical Knowledge Progression	Skills & Field work Progression
<p>Can I ask and answer geographical questions about the physical and human characteristics of a location?</p> <p>Can I describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle?</p> <p>Can I describe key aspects of human geography including settlements and land use?</p>	<p>Can I use maps, atlases and digital/computer mapping to locate countries and describe features?</p> <p>Can I make a map of a short route experienced, with features in correct order?</p> <p>Can I make a simple scale drawing?</p> <p>Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies?</p> <p>Can I use a range of resources to identify the key physical and human features of a location?</p> <p>Can I use the four points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world?</p> <p>Can I create maps of locations identifying some features using a key?</p>

Human and physical Vocabulary Progression

Can I use geographical vocabulary including:
Solid, liquid, vapour, melt, freezing, boiling, water cycle, evaporation, condensation, ground water, runoff, flood plain, pollution, closed cycle, precipitation, infiltration

Locational and Place knowledge is taught on a 4 year rolling cycle throughout Key Stage 2 and end points are assessed at the end of the key stage (see end of the document for knowledge and skills for each learning journey)

<p>Year a: A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.</p>	<p>Year a: A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.</p>	<p>Year a: A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.</p>	<p>Year a: A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.</p>
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Year 5
Geography Stepping Stones

Human and physical Knowledge Progression	Skills & Field work Progression
<p>Am I beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations?</p> <p>Am I beginning to identify and describe how the physical features affect the human activity within a location? Can I identify and describe the main human and physical characteristics of South and Central America?</p> <p>Am I beginning to understand and explain how countries and geographical regions are interconnected and interdependent?</p> <p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?</p> <p>Can I 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?</p>	<p>Can I use a few geographical resources to give descriptions and opinions of the characteristic features of a location?</p> <p>Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area?</p> <p>Can I record the results in different ways?</p> <p>Can I talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – such as in London’s Tube map)</p> <p>Can I use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p>Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p> <p>Can I begin to draw a variety of thematic maps based on my own data?</p>

Human and physical Vocabulary Progression

Can I use geographical vocabulary including:
Coal, nuclear, import, export, wind power, solar power, renewable, non-renewable, Settlement, generation, gigawatt, carbon footprint, food miles, origin, Biomass, conservation.

Locational and Place knowledge is taught on a 4 year rolling cycle throughout Key Stage 2 and end points are assessed at the end of the key stage (see end of the document for knowledge and skills for each learning journey)

Year a:	Year a:	Year a:	Year a:
A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.	A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.	A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.	A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.



Year 6
Geography Stepping Stones

Human and physical Knowledge Progression	Skills & Field work Progression
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<p>Can I collect and analyse statistics and other information in order to draw clear conclusions about locations?</p> <p>Can I identify and describe how the physical features affect the human activity within a location?</p> <p>Can I identify and describe the main human and physical characteristics of a country?</p> <p>Can I explain how countries and geographical regions are interconnected and interdependent?</p> <p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?</p> <p>Can I 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?</p>	<p>Can I use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location?</p> <p>Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area?</p> <p>Can I record the results in a range of ways?</p> <p>Can I analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map)</p> <p>Can I 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 my knowledge of the United Kingdom and the wider world?</p> <p>Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p> <p>Can I draw a variety of thematic maps based on my own data?</p> <p>Can I begin to draw plans of increasing complexity?</p>
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Human and physical Vocabulary Progression

Can I use geographical vocabulary including:
Trade, import, fairtrade, export, Global supply chain, British Empire, globalisation.

Locational and Place knowledge is taught on a 4 year rolling cycle throughout Key Stage 2 and end points are assessed at the end of the key stage (see end of the document for knowledge and skills for each learning journey)

<p align="center">Year 6:</p> <p>A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.</p>	<p align="center">Year 7:</p> <p>A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.</p>	<p align="center">Year 8:</p> <p>A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.</p>	<p align="center">Year 9:</p> <p>A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.</p>
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Key stage 2 End point:

By the end of KS 2 all children should be able to 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

By the end of KS 2 all children should be able to:

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, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Locational Knowledge End point assessed at the end of the key stage when children will have completed the full 4 year cycle.

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America and have discussed countries beyond these parts of the world, 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)

2022/23	2023/24	2024/25	2021/22
<p>A study of a region beyond the local area within the United Kingdom and a Region within a European country including a comparison with the local area.</p> <p><i>As a geographer:</i> Can I locate and name the continents on a World Map? Can I name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions and their identifying human and physical characteristics,</p>	<p>A study of the UK and a European Country</p> <p><i>As a geographer:</i> Can I explain my own views about locations, giving reasons? Can I name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of</p>	<p>A study of the UK and a region of a North American or South American country</p> <p><i>As a geographer:</i> Can I name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? Can I name and locate counties and cities of the United Kingdom? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have</p>	<p>A study of the UK and a region beyond Europe and North or South America.</p> <p><i>As a geographer:</i> Can I name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I identify the position and significance of latitude,</p>



<p>including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time?</p> <p>Can I name and locate some countries of Europe?</p> <p>Can I share my own views about locations?</p>	<p>these aspects have changed over time? Can I name and locate the countries of Europe?</p> <p>Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p>	<p>changed over time? Can I name and locate the countries of South and Central America?</p> <p>Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</p>	<p>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)?</p>
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Place Knowledge End point assessed at the end of the key stage when children will have completed the full 4 year cycle.

Understand geographical similarities and differences including diversity through the study of human and physical geography of a region of the United Kingdom, a region in a European country, a region within North or South America and a region beyond Europe and the Americas

<p>Year a:</p> <p>Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use?</p> <p>Can I identify the main physical and human characteristics of the countries of Europe?</p> <p>Can I describe geographical similarities and differences between a region in the United Kingdom and one in a European country?</p> <p>Can I describe how the locality of the school has changed over time?</p>	<p>Year a:</p> <p>Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time?</p> <p>Can I identify the main physical and human characteristics of the countries of Europe?</p> <p>Can I describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p> <p>Can I describe geographical similarities and differences between countries?</p>	<p>Year b:</p> <p>Can I understand some of the reasons for geographical similarities and differences between countries?</p> <p>Can I explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Am I beginning to understand and explain geographical diversity across the world?</p>	<p>Year c:</p> <p>Can I explain and discuss a range of reasons for geographical similarities and differences between countries?</p> <p>Can I explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Can I describe geographical diversity across the world?</p>
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	Can I describe how the locality of the school has changed over time?		
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