



Willingham Primary School Geography Intent, Coherence, Scope and Rigour



We aim to develop a sense of place at different scales for all pupils. Hand in hand with this, we hope to develop an understanding of the relationship between humans and their environment. We endeavour to promote curiosity within our pupils to learn about and explore their immediate environment and the wider world beyond.

| Substantive and disciplinary knowledge | | | Procedural knowledge | | |
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| <p>Pupils will have an understanding of different scales in geography: local, national and global.</p> <p>They will develop an understanding of the complex relationship between people and the land.</p> <p>Pupils will have some understanding of the impact they can have on sustainability –local, national and global.</p> | <p>Pupils will:</p> <ul style="list-style-type: none"> • Understand that landscapes and settlements change over time due to physical and human factors. • Know that different environmental regions and climate patterns exist and they will name examples. • Be able to name major world mountain ranges and rivers, the seven continents, five oceans, significant world and European capital cities, the four UK capitals, UK counties and key topographical features and land use around the UK. | <p>Pupils will know that geography as a subject provides access and understanding to the wider world.</p> <p>They will recognise that geography is a subject which is based around concepts/questions of place, scale, space, distance, interaction and relationships.</p> | <p>Pupils will communicate geographic information in a variety of ways: maps, diagrams, graphing, tables and writing.</p> | <p>Pupils' behaviours and actions will reflect an understanding of the need to live in a sustainable fashion.</p> | <p>Pupils will interpret a range of sources of geographical information including maps, diagrams, aerial photos, satellite images and GIS (Geographical Information System).</p> |

| Year Grp | Term | Cycle A | Cycle B |
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| Year 1/2 | Autumn | <p>Local Geography – the Fens</p> <ul style="list-style-type: none"> - location of Fens within the UK - human and physical features of the Fens - key places in the Fens - features of Willingham - features of Ely - compare Willingham and Ely <p>DIGIMAP</p> | <p>Local Geography - Cambridge</p> <ul style="list-style-type: none"> - location of Cambridge within the UK - human and physical features of Cambridge - key places/landmarks in Cambridge - identify human and physical features of Cambridge from maps and aerial photos - compare Willingham and Cambridge <p>DIGIMAP</p> |
| | Spring | <p>UK Geography – features of the UK</p> <ul style="list-style-type: none"> - location of the UK within Europe - countries of the UK - human and physical features of the UK, mountain ranges, major rivers, ports, capital cities - compare Willingham and London <p>DIGIMAP</p> | <p>UK Geography – UK's place within the world</p> <ul style="list-style-type: none"> - location of the UK within Europe and the world - continents (What? How many? Where?) - countries within Europe including the UK - physical and human features of continents (brief overview) - compare Cambridge and a small European town? <p>DIGIMAP</p> |
| | Summer | <p>World Geography – hot and cold places</p> <ul style="list-style-type: none"> - locate countries with hot and cold climates - understand why some places are hot and some places are cold - compare climates of London, the launch sites of Cape Kennedy (Florida) and Baikonur (Kazakhstan) | <p>World Geography – North America, USA focus</p> <ul style="list-style-type: none"> - locate North America - human and physical features of USA - climate of USA - compare climates of London and Kitty Hawk, North Carolina (<i>links with Wright Brothers first flight</i>) |
| Year 3/4 | Autumn 1 | <p>Rivers</p> <p><i>How do rivers, people and land affect each other?</i></p> <p>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges.</p> <p>How rivers get their water - the source, springs, the water cycle (<i>and so prepares for relationship between mountains and weather in Autumn 2</i>).</p> <p>How do rivers shape the land? The river's load. Flooding.</p> | <p>Volcanoes (HEP)</p> <p><i>How do volcanoes affect a place?</i></p> <p>Volcanoes Structure and composition of the earth How and why volcanoes erupt. Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes</p> <p><i>Link to settlements with section on why people still live near volcanoes.</i></p> |

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| | | <p>Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems.</p> <p><i>Link to Yr 1/2. Knowledge of rivers in the UK, Europe and USA.</i></p> | <p>Deepen Mediterranean theme via Mount Etna and human settlements around it.</p> <p>Why people visit volcanoes: work, tourism, farming, science</p> |
| Autumn 2 | <p>Mountains (HEP) – UK How do mountains interact with what is around them?</p> <p>Highest mountain in each of the four countries of the UK.</p> <p>Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales.</p> <p>Why do people live on mountains?</p> <p>Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</p> <p>Sustained geographical theme: Relationship between mountains and weather; and between mountains and people</p> <p><i>Link to Yr 1/2 Cycle A Spring knowledge of mountains in Yr 1/2.</i></p> | <p>Rhine and the Mediterranean – HEP How do humans use the Rhine and the Mediterranean?</p> <p>Rhine and Mediterranean Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine</p> <p>How the course of the river has been changed by human activity incl canals Mediterranean Sea (introduce term 'peninsula') Suez Canal?</p> <p><i>This will be quite a synoptic unit, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</i></p> <p><i>Strong knowledge foundation now laid for continuing focus on Rhine and Mediterranean, working towards full regional comparison at end Year 5.</i></p> | |
| Spring 1 | <p>Settlements and Cities (HEP) DIGIMAP How are settlements similar and different?</p> <p>Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.</p> | <p>Coastal processes and landforms – HEP How does the location of west Wales affect its coast?</p> <p>Processes of erosion, transportation & deposition</p> | |

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| | | <p>Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?)</p> <p>How is London shaped by the River Thames?</p> <p>London as a conurbation and London boroughs</p> <p>Two cities: Cardiff and London, inc economy & transport.</p> <p>How do people move about in Cardiff? How do people move about in London? (e.g. tube map).</p> <p>Patterns of settlement in Cardiff and London.</p> <p>Map Skills: using a grid to find and compare locations.</p> <p><i>Links to Yr 1/2 Cycle A and B Autumn studies of local settlements (village and city).</i></p> | <p>Overview of Jurassic coast, including significance of its rocks, fossils and landforms.</p> <p>Coastal habitats using contrasting examples, including coasts of the Indian Ocean</p> <p>Depth focus: West Wales</p> |
| Spring 2 | | <p>Climate and biomes (HEP) <i>How does the climate affect the way people live?</i></p> <p>Climate and biomes (situated, through its examples, in Europe, so that European theme is launched simultaneously)</p> <p>Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.</p> <p>Climate and relationship with oceans.</p> <p>Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2)</p> <p>Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain,</p> | <p>Tourism DIGIMAP <i>How do tourists interact with a place?</i></p> <p>Depth focus 1: a seaside town (<i>link back to coastal processes, Spring 1</i>)</p> <p>Depth focus 2: Wales - especially national parks, Snowdonia, <i>links to early focus on Wales in various units;</i></p> <p><i>Also revisit and use locational and place knowledge of Rhine and Mediterranean in Year 4 Autumn 1.</i></p> <p><i>Tourism references in Volcanoes Year 3 Summer 1</i></p> <p><i>Use as appropriate:</i> Patterns of tourism. Growth of tourism. Eco-friendly and non-eco friendly tourism.</p> <p>Types of tourism, e.g. cultural, adventure</p> |

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| | | <p>Europe, South America – that culminates at end of Year 5. Introduce latitude here.</p> <p>Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic.</p> <p><i>Links to Yr 1/2 Cycle A and B Summer climate.</i></p> | <p>Map Skills 4: grid squares, 4-figure references, some map symbols</p> |
| <p>Summer 1</p> | | <p>Population (HEP) <i>How do populations differ from place to place?</i></p> <p>Population Characteristics of population incl distribution and diversity.</p> <p>Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff.</p> <p>Welsh language and culture, effect of changing demographics Welsh or British?</p> <p>Idea of national identity First look at how to use geographical data: the census.</p> <p>What kinds of questions do geographers ask? What are their tools?</p> | <p>Agriculture (HEP) <i>How are we connected to farmers?</i></p> <p>Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape.</p> <p>How the food we eat affects farming: seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; <i>link to fish farming, builds on fish farming in Indus River Y3/4 Cycle A Autumn 1).</i></p> <p>Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn).</p> <p>New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</p> <p>Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. <i>Ideas- Bushel Box; Tesco Farm to Fork?</i></p> <p><i>This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food?</i></p> <p><i>Links to Egyptians (History, Yr ¾ Cycle A); Food over time (History, Yr ¾, Cycle B)</i></p> |

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| | Summer 2 | <p>Deserts (HEP) <i>Why are deserts located where they are?</i></p> <p>Arid and semi-arid parts of the world</p> <p>Causes of deserts including desertification</p> <p>Types of deserts in different parts of the world: Asia, Africa, Australia Polar deserts in Antarctica and the Arctic Flora and fauna in deserts</p> <p>How humans live and adapt in deserts, inc desert art among indigenous Australians</p> <p>The Great Steppe of Central Asia <i>Links to Yr 1/2 Cycle A and B Summer climate.</i></p> | <p>Earthquakes (HEP) <i>What are the pros and cons of living near a tectonic fault line?</i></p> <p>Earthquakes.</p> <p>Causes of earthquakes: tectonic plates and fault lines</p> <p>Effects of earthquakes</p> <p>How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Depth focus: California & the San Andreas fault <i>Links and revisit knowledge on volcanoes from Year 3 Autumn 1.</i></p> |
| Year 5/6 | Autumn 1 | <p>Why is California so thirsty? (HEP) <i>How have the actions of people affected the drought in California?</i></p> <p>Depth focus on California, continuing natural resources theme (revisit water cycle from Year 3 Autumn 1.)</p> <p>Water in California Farming - intensive farming - Growing almonds</p> <p>California aqueduct</p> <p><i>Links to Yr 1/2 Cycle B Summer, USA.</i></p> | <p>Compare three contrasting regions (HEP) <i>How have people and places affected the settlements in Wales, the Med and the Amazon?</i></p> <p>(as per Geog NC for KS2). Pupils now equipped, from all material in Years 3, 4 and 5, to address this properly, comparing:</p> <ul style="list-style-type: none"> ● Wales and/or a UK city, ● Mediterranean and/or Rhine, ● Amazon basin and/or California. <p>Draw together with a synoptic exercise. Key themes: - Land-use and use of natural resources (sustainability and climate change); Tourism and migration – ethical questions, values and attitudes</p> |
| | Autumn 2 | <p>Oceans (HEP) <i>How do oceans affect human behaviour and settlements?</i></p> <p>Revise locational knowledge.</p> | <p>Polar regions (HEP) <i>How do people live in polar regions?</i></p> <p>Depth focus: the polar climate (and review of earlier work on climates and biomes)</p> |

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| | | <p>Revise distinction between oceans & seas.</p> <p>Oceans and climate (revise rainforests and climate) -</p> <p>Oceans and trade.</p> <p>Oceans and the land masses we've studied in depth – the Atlantic and West Wales.</p> <p>The Pacific and South America.</p> <p><i>How does our knowledge of oceans now alter and strengthen our knowledge of earlier issues and the relationships between them? climate change, transport, food, tourism</i></p> | <p>Depth focus: the Arctic (people live) and Antarctic (people don't live) Wildlife, fishing, sustainable development.</p> <p>How people live in the Arctic.</p> <p>Environmental stuff - climate change.</p> <p>Antarctic – revisit climate issues – effects of climate change on Antarctic.</p> <p>Use and develop knowledge from oceans in Year 3.</p> <p>Polar and sub-polar regions.</p> <p>Eco-systems in the polar regions. <i>Link to science. - Antarctica (and revisit Arctic).</i></p> <p>Depth focus Patagonia - revisit earlier work on South America and links to Wales.</p> <p><i>Why is Welsh spoken in Patagonia?</i></p> <p><i>Links to Yr 1/2 Cycle A and B Summer climate and Shackleton unit in History.</i></p> |
| Spring 1 | | <p>North and South America (HEP)</p> <p>What are the pros and cons of living in a mega-city?</p> <p>Including population distribution (across world, but zoom in to North & South America).</p> <p>Megacities. Depth: Brazil's megacities.</p> <p>Urban-rural migration in Brazil, including informal settlements, like favelas.</p> <p>Challenge stereotypes often held of the favelas.</p> | <p>Migration in Europe and the world</p> <p>Why do people migrate?</p> <p>Real migration stories in their own words, from Northern Ireland to Liverpool and from Turkey to London.</p> <p>Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees</p> <p>How migration change places</p> |

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| | | <p>Map Skills 5: practise 4-figure references; learn more map symbols; other kinds of maps (showing demography) Latitude, longitude, time zones (Greenwich/Prime Meridian)</p> <p><i>Links to Yr 1/2 Cycle B Summer, USA.</i></p> | <p>London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual identities and shifting identities, and the role of place in each.</p> <p>Understanding place in relation to scale.</p> <p><i>What scale (eg neighbourhood, country, street...) affects identity?</i></p> |
| Spring 2 | <p>Amazon basin (HEP)</p> <p><i>In what ways does the geography of South America affect the Amazon?</i></p> <p>Recap on rivers. Amazon river - largest river in the world. Environment of Amazon.</p> <p>Rainforests, rainforest as ecosystem, relationship with climate – the ‘lungs of the world’.</p> <p>All prior and foundational knowledge re climate change now drawn on to resurface here.</p> <p>Living in the rainforest, deforestation, human settlement, economy, population distribution and movement etc.</p> <p>Depth study of indigenous children incl conversations between UK children and Amazon children</p> <p>Third look at geographical data – building on Year 3, Summer 2.</p> <p>Map Skills 6: practise 4-figure references; learn more map symbols; relief (height and depth).</p> | <p>Agriculture in the Amazon Basin</p> <p><i>How is agriculture in the Amazon similar to and different from agriculture in the UK?</i></p> <p>Agriculture in the Amazon basin Start by revisiting UK farming (from Y3 Spring 2), then agriculture across the world, then zoom into the Amazon basin, as a region of South America.</p> <p>Supply chain (e.g. we’re drinking coffee in UK) - Globalisation and fair trade.</p> <p>Ethical implications arising, including climate change.</p> <p>Links with choices today, and now, in UK in 2020s.</p> <p><i>How does agriculture in the Amazon interact with other parts of the world?</i></p> | |
| Summer 1 | | | |
| Summer 2 | <p><i>Local Fieldwork – Willingham:</i></p> | <p><i>Local Fieldwork – Northstowe</i></p> <p><i>Why was Northstowe built?</i></p> | |

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| | | <i>Rivers and Flooding How is land in and around Willingham used? DIGIMAP</i> Post-SATs Y6 local fieldwork. Tasks deploying synthesis of all earlier knowledge. Map skills in action. | DIGIMAP |
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