



Geographical enquiry is thoughtful and creative, enabling children of all ages to engage in constructive and imaginative ways to learn.

With our rich themes and values, children develop their knowledge and understanding of the environment and their role as global citizens, thus developing their sense of responsibility.

We aim for them to make an active contribution so they can be leaders and innovators of the future.

Our high-quality Geography education inspires our pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Our narrative curriculum encourages a holistic appreciation, based on storytelling and purposeful contexts.

This allows our children to make intrinsic connections between concepts which enables them to understand the world, its environments and the processes that create and affect them.

Our children gain an in depth knowledge about diverse places, people, resources and physical and human processes.

Throughout their journey at Southdale, children build on their rich learning, by revisiting concepts so they can deepen the Geographical understanding of the world.

We are passionate about children gaining a sense of community, cultural diversity, responsibility interdependence and sustainability.



What we need to cover	Progression across school
<p>Locational Knowledge</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p>	<p>NARRATIVE YEAR 3</p> <p><i>The island</i></p> <ul style="list-style-type: none">• Children gain knowledge of where the Galapagos islands are in the world and how they are linked to the country Equador• Compare and contrast the physical and human characteristics of the oldest and youngest of the Galapagos islands <p><i>The Pirate Cruncher</i></p> <ul style="list-style-type: none">• Children are given treasure map of a section of Jamaica (unknown to them) they use clues from the map to identify where it is in the world.• The children help Mrs Reed on her journey across the seas from Port Royale to Jamaica. They pick up supplies along the way from France, Spain, Portugal and Morocco
	<p>NARRATIVE YEAR 4</p> <p><i>Dirty Clothes</i></p> <ul style="list-style-type: none">• Locating the worlds countries, focusing on North America and looking at the settlement of indigenous Indian tribes.• Knowledge about the key physical and human characteristics of North America <p><i>Varjak Paw</i></p> <ul style="list-style-type: none">• Children will locate the position of Varjak's ancestors and heritage of the historical region of Mesopotamia <p><i>Willow Pattern</i></p> <ul style="list-style-type: none">• Children locate Shanghai on a map to locate the home of Kong-Shee. Children go on to locate the areas of the Shang Dynasty Empire. They look at the human characteristics of the Empire <p><i>The One Only Ivan</i></p> <ul style="list-style-type: none">• Children compare the location including the physical and human characteristics of where Ivan is now, compared to his natural habitat – which he was brutally snatched from. <p><i>Roman Adventure</i></p> <ul style="list-style-type: none">• Locating the countries in Europe which were part of the Roman Empire.• How the human characteristics of the romans impacted on the landscape of Europe



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<p>Locational Knowledge</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p>	<p>NARRATIVE YEAR 5</p> <p><i>The Viking Boy</i></p> <ul style="list-style-type: none">• Mapping out the route of the Viking invasion across Europe <p><i>The Greeks</i></p> <ul style="list-style-type: none">• Children are locating major cities in Europe by investigating the impact and legacy of the ancient Greeks.
	<p>NARRATIVE YEAR 6</p> <p><i>Rose Blanche</i></p> <ul style="list-style-type: none">• Locating the countries across Europe who were then involved in WW1• Children will learn about populations• Using maps to identify how Europe and the location and names of the countries have been affected by WW1 and WW2 <p><i>Romeo and Juliet</i></p> <ul style="list-style-type: none">• Children learn about the key physical and human characteristics of Verona in order to produce information for the tourist board. <p><i>Narrative – Titanic</i></p> <ul style="list-style-type: none">• Mapping the route of Titanic• Mapping the route of Titanic and understanding the key physical and human characteristics of New York compared with cities in the UK, to explain to why people would and do emigrate <p><i>Harris Burdick</i></p> <ul style="list-style-type: none">• The fifth chair ended up in Paris – children map the locations of the other chairs comparing the key environmental features physical and human geography of the location of the chairs (Russia, Paris, Iceland, Brazil, the Antarctic) <p><i>The Island</i></p> <ul style="list-style-type: none">• Children locate the home countries across the world of war-torn regions and the journeys displaced people have made to escape persecution



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<p>Locational Knowledge</p> <p>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</p>	<p>NARRATIVE YEAR 3</p> <p><i>The lost book of adventures</i></p> <ul style="list-style-type: none">Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains <p><i>Life of a Victorian</i></p> <ul style="list-style-type: none">Children learn about Thomas Barnardo emigrating from Dublin to London in order to train to be a doctor.
	<p>NARRATIVE YEAR 4</p> <p><i>Roman Adventure</i></p> <ul style="list-style-type: none">Locating counties and cities in the UK and their links to roman settlements
	<p>NARRATIVE YEAR 5</p> <p><i>Land of Never believe</i></p> <ul style="list-style-type: none">Knowledge of land-use patterns; and understand how some of these aspects have changed over timeChildren look at the human impact of land use over time, in particular the deforestation of the amazon and land use to meet the needs of human demands within the UK <p><i>The Viking Boy</i></p> <ul style="list-style-type: none">How has York changed from Anglos Saxons to modern day <p><i>The eye of the whale</i></p> <ul style="list-style-type: none">A study of a coastal region – Whitby. How has the environment and physical features impacted on Whitby today?
	<p>NARRATIVE YEAR 6</p> <p><i>The war</i></p> <ul style="list-style-type: none">Name and locate counties and cities that were badly affected in the war <p><i>Titanic</i></p> <ul style="list-style-type: none">Naming and locating cities of the UK in mapping the construction and route of the Titanic



What we need to cover	Progression across school
<p>Locational Knowledge</p> <p>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)</p>	<p>All Year groups when locating countries of the World will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>NARRATIVE YEAR 5</p> <p><i>Land of Never believe</i></p> <ul style="list-style-type: none"> • Through tracking the movements of the Land of Never Believe children gain an in-depth understanding of 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) and the impact that these locations have on physical/human and environmental geography.

What we need to cover	Progression across school
<p>Place knowledge</p> <p>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 in North or South America</p>	<p>NARRATIVE YEAR 3</p> <p><i>The island</i></p> <ul style="list-style-type: none"> • Children compare the Island of Fernandino and San Cristobal looking at their physical and human geography in order to find the place to rehome the marine iguana. <p><i>The Lost Book of Adventures</i></p> <ul style="list-style-type: none"> • The children, as part of their quest, compare the Lake District with Snowdonia. <p>NARRATIVE YEAR 4</p> <p><i>The One and Only Ivan</i></p> <ul style="list-style-type: none"> • Children compare Ivan's natural habitat in South America with his artificial confined habitat in North America <p>NARRATIVE YEAR 5</p> <p><i>The eye of the whale</i></p> <ul style="list-style-type: none"> • Children study the coastal town of Whitby. They look at the key human and physical characteristics including environmental issues with the coast line of Cilicia (which has the highest amount of plastic pollution) <p>NARRATIVE YEAR 6</p> <p><i>Titanic</i></p> <ul style="list-style-type: none"> • Children compare Belfast to New York during their investigation into the journey of their Titanic passenger. <p><i>Harris Burdick</i></p> <ul style="list-style-type: none"> • Children compare the locations of the five chairs which landed in Paris, Russia, Antarctica, Iceland and Tanzania.



What we need to cover	Progression across school
<p>Place knowledge</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 	<p>NARRATIVE YEAR 3</p> <p><i>The island</i></p> <ul style="list-style-type: none"> Children understand how the Galapagos islands are formed from volcanoes <p><i>The Lost Book of Adventures</i></p> <ul style="list-style-type: none"> Describe a mountain <p><i>The Pirate Cruncher</i></p> <ul style="list-style-type: none"> 2/3 of port royal was destroyed by an earthquake in 1692. Children discover that this is now the sunken pirate city <p><i>The stone age boy</i></p> <ul style="list-style-type: none"> Children describe the stone built Neolithic settlement of Skara Brae in order to help Om and her pre-historic family <p>NARRATIVE YEAR 4</p> <p><i>Just one drop of water</i></p> <ul style="list-style-type: none"> Understand the influence of a river on the tribal settlement Describe how the physical features of mountains impact on the journey of – a river source to sea How are rivers used in trade? Children will learn about the water cycle Describe settlements and why people settle near rivers. How do they use the land and the natural resources they take? <p><i>Hansel and Gretel</i></p> <ul style="list-style-type: none"> Children will look at why the village is located next to the wood and how the villagers use the natural resources from the wood. <p><i>The Roman Adventure</i></p> <ul style="list-style-type: none"> 17 years before the fatal Volcanic eruption in Pompei, the city was hit by a powerful earthquake with Pompei as the epicenter. The city was also hit by a third natural disaster. Children discover tectonic plates to discover how these natural disasters occurred. Children look at the impact natural disasters have on the human population in the area. This is also linked within the location and modern survival of natural disasters. Children understand why the Romans settled where they did and why they expanded to gain control of natural resources



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<p>Place knowledge</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">• 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	<p>NARRATIVE YEAR 5</p> <p><i>The land of never believe</i></p> <ul style="list-style-type: none">• As part of their research task on the land of never believe, children undertake research into the worlds climate zones, biomes, and vegetation belts.• Children gain an understanding of deforestation and its affect on land use, the impact of economic activity and trade links. <p><i>The eye of the whale</i></p> <ul style="list-style-type: none">• Children study the coastal town of Whitby. They look at the key human and physical characteristics including environmental issues with the coast line of Cilicia (which has the highest amount of plastic pollution)• Children will learn about the river Esk as part of their coastal study of Whitby• As part of their research into plastic pollution, children gain an understanding of the impact of litter and the part they play in stopping rivers and seas being polluted.• As part of their coastal study of Whitby children will understand a reason for the settlement was due to the natural resource that was found there, of jet. <p><i>Viking boy</i></p> <ul style="list-style-type: none">• Children gain an understanding of how the development of the settlement of the city of York has developed over time, from Anglo Saxons to modern day. <p>NARRATIVE YEAR 6</p> <p><i>The Island</i></p> <ul style="list-style-type: none">• Children study the geographical features of Syria. Children study both the physical and human geography of this country <p><i>Romeo and Juliet</i></p> <ul style="list-style-type: none">• In producing their travel brochure for Verona, children look at the historical impacts of earthquakes and volcanoes on the region, and how they have shaped the city today. <p><i>Harris Burdick</i></p> <ul style="list-style-type: none">• Children compare the locations of the five chairs which landed in Paris, Russia, Antarctica, Iceland and Tanzania.• Children compare the physical geography of the five different locations of the chairs. <p><i>Rose Blanche</i></p> <ul style="list-style-type: none">• Children undertake research to investigate how the distribution of natural resources affected the power of the countries involved in WW1



What we need to cover	Progression across school
<p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>These skills are covered and built upon throughout Key stage 2. Different digital computer mapping is studied throughout KS2 but in depth in the land of never believe where children look at different sources and aspects of digital technology used to locate and track locations.</p>
<p>Geographical skills and fieldwork</p> <p>Use the 8 points of a compass, 4- and 6-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</p>	<p>These skills are covered and built upon throughout Key stage 2. The 8 points of a compass will be studied in depth in the <i>Pirate cruncher</i> in order to direct Mrs Reed from Portsmouth to port royal, Jamaica.</p> <p>All of these skills will be covered in depth so the villagers can navigate their way through the woods to locate <i>Hansel and Gretel</i>.</p> <p>Children use all of these skills during their fieldwork in investigating the coastal town of <i>Whitby</i>.</p>
<p>Geographical skills and fieldwork</p> <p>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</p>	<p>The fieldwork skills are covered and built upon throughout our forest school curriculum. In addition, the Year 5 narrative of <i>Whitby</i> covers all of these objectives in depth.</p>