Geography Policy
July 2025

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Intent

At Percy Main Primary School, we believe that learning should be fun, inspiring, and meaningful. With high expectations and a carefully designed curriculum, we aim to spark curiosity and a love of learning in all our pupils.

Our geography curriculum reflects this approach. It is vibrant, engaging, and rooted in real-world issues that matter to our children. Geography at Percy Main aims to develop children's sense of wonder about the world around them, encouraging creativity, compassion, and critical thinking. Through exciting, hands-on learning experiences, we help children understand how our world works — from local environments to global systems.

We place a strong emphasis on developing pupils' awareness of key global challenges, particularly climate change. From Early Years to Year 6, children explore how human actions impact the planet and learn what we can do — both as individuals and as a community — to make positive change. Our goal is to empower pupils with the knowledge, skills, and motivation to take care of the world they live in.

Throughout their geography learning, pupils are encouraged to ask questions, explore diverse perspectives, and develop a deep respect for people, places, and the environment. At Percy Main, geography is not just about maps and places — it's about preparing children to be thoughtful, informed citizens who are ready to shape a better future.

Aims of the Geography Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both
- terrestrial and marine – including their defining physical and human characteristics and
- how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features
- of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  collect, analyse and communicate with a range of data gathered through
- experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams,
- globes, aerial photographs and Geographical Information Systems (GIS)

- communicate geographical information in a variety of ways, including through
- maps, numerical and quantitative skills and writing at length.

Why is studying Geography important?

At Percy Main Primary School, we believe that geography plays a vital role in helping our children understand the world they live in. Through our geography curriculum, we aim to develop pupils' knowledge of places, people, environments, and processes — both locally and globally — while also nurturing curiosity, empathy, and a sense of responsibility for the planet.

Geography is more than just learning about maps and places. It encourages children to ask questions, think critically, and explore how human and natural processes interact to shape the world. At Percy Main, we believe that every child should leave our school with a strong sense of place — knowing about their local community, the wider United Kingdom, and the world beyond.

Studying geography helps children:

- Understand how physical and human geography influences everyday life.
- Build an awareness of global issues such as climate change, sustainability, and environmental protection.
- Develop important life skills including research, data analysis, decision-making, and teamwork.
- Explore and appreciate diverse cultures, communities, and perspectives.
- Foster respect and care for the environment and people across the globe.

Aligned with our school motto — ***Ready, Respect, Safe*** — geography teaches children to be ready for the world by equipping them with the knowledge and understanding they need to navigate a changing planet. It also supports respectful attitudes toward others and encourages safe and sustainable practices in their own lives and communities.

Early Years Foundation Stage

Although not explicitly taught as a standalone subject Geography is explored daily through a range of planned and unplanned teaching. At Percy Main Primary School, we believe that geography in the Early Years Foundation Stage (EYFS) lays the foundation for a lifelong curiosity about the world. In line with the EYFS Statutory Framework and our whole school approach, we ensure that our youngest learners explore their environment and the wider world through meaningful, hands-on experiences.

The aim of geography in the Early Years is to help children:

- Develop a sense of place, space, and environment.
- Explore and make sense of the world around them, including natural and human features.
- Begin to understand different cultures, communities, and ways of life.
- Build foundational vocabulary to describe features of the environment.
- Show care and concern for living things and the natural world.

Curriculum Context

Geography in the EYFS is primarily delivered through the Understanding the World area of learning. Key Early Learning Goals (ELGs) and outcomes linked to geography include:

- People, Culture and Communities: Children learn about similarities and differences between where they live and other places in the world.
- The Natural World: Children explore their immediate environment, make observations, and begin to understand seasonal changes and environmental features.

Assessment

Children's progress in geography-related learning is assessed through:

- Ongoing observations and interactions.
- Conversations and questioning to assess children's understanding of geographical concepts.
- Contributions to class discussions and creative work such as drawing maps or building models.

KS1 National Curriculum

At Percy Main Primary School, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them throughout their lives. In Key Stage 1, our geography curriculum develops pupils' knowledge of their locality, the United Kingdom, and the wider world. Through engaging and meaningful learning opportunities, we encourage children to explore geographical concepts, develop geographical vocabulary, and use practical skills to observe and understand the world around them.

Locational Knowledge

Pupils will:

- Name and locate the seven continents and five oceans of the world.
- Name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom, as well as its surrounding seas.

Place Knowledge

Pupils will:

- Understand geographical similarities and differences by studying the human and physical geography of a small area in the United Kingdom and a small area in a contrasting non-European country.

Human and Physical Geography

Pupils will:

- Identify seasonal and daily weather patterns in the UK.

- Recognise 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 describe:
    - **Physical features**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather.
    - **Human features**: city, town, village, factory, farm, house, office, port, harbour, and shop.

Geographical Skills and Fieldwork

Pupils will:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents, and oceans.
- Use simple compass directions (North, South, East, and West) 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 simple maps and use basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of the school and its grounds, including key human and physical features of the local environment.

By the end of Key Stage 1, pupils at Percy Main Primary will have developed a secure foundation in geographical knowledge and skills. They will be confident in using basic geographical vocabulary, understanding their place in the world, and using practical skills to explore their surroundings. This foundation will prepare them for more complex geographical learning in Key Stage 2 and beyond.

KS2 National Curriculum

At Percy Main Primary School, the geography curriculum in Key Stage 2 aims to build upon the locational awareness and geographical understanding developed in Key Stage 1. Pupils extend their knowledge beyond their immediate environment to explore the wider world, including the United Kingdom, Europe, and North and South America. Through a rich, engaging curriculum, children deepen their understanding of the Earth's physical and human processes, use a wide range of geographical vocabulary, and develop skills to interpret maps, data, and their surroundings with growing independence and accuracy.

Locational Knowledge

Pupils will:

- Locate the world's countries using maps, with a focus on Europe (including Russia), and North and South America, identifying environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, including key geographical regions, identifying their physical features (such as hills, mountains, rivers, and coasts), human characteristics, land use patterns, and how these features may have changed over time.
- Identify and understand the significance of key geographical coordinates and markers, including:
    - Latitude and longitude
    - Equator, Northern and Southern Hemispheres
    - Tropics of Cancer and Capricorn
    - Arctic and Antarctic Circles
    - Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge

Pupils will:

- Compare and contrast geographical similarities and differences through the study of human and physical geography in:
    - A region of the United Kingdom
    - A region of a European country
    - A region within North or South America

Human and Physical Geography

Pupils will describe and understand key aspects of:

Physical Geography:

- Climate zones, biomes and vegetation belts
- Rivers, mountains, volcanoes, and earthquakes
- The water cycle

Human Geography:

Implementation

Spaced Retrieval Practice Approach

Our Geography curriculum is delivered through a series of modules which are deliberately spaced throughout the academic year with opportunities to introduce and revisit key concepts. This approach enables staff to deepen pupil understanding and embed learning. Our curriculum map clearly shows how our CUSP curriculum delivers (introduces and revisits) the National Curriculum expectations for Geography within and across year groups. Highlighted below is an example of how a skill is revisited throughout a child's time at Percy Main, in this instance, fieldwork and mapping skills.

	Autumn	Spring	Summer
Year 1	Continents Oceans Countries of UK	Capital cities of UK Seas around UK Hot and cold places	Hot and cold places Mapping and fieldwork
Year 2	Human and Physical features – Local Area Study Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non-European location – London and Nairobi Fieldwork and map skills	Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest
Year 3	Fieldwork – human and physical features	UK Study	Revisit human and physical features *(only if your class need to)* OS Maps and Scale
Year 4	Rivers Latitude and longitude	Latitude and longitude Water cycle	Rivers revisited *(only if your class need to)* Map skills – environmental regions
Year 5	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork
Year 6	Physical processes – earthquakes, mountains and volcanoes	Settlements UK, Europe and North America comparison study	UK, Europe and North America comparison study OS Maps and fieldwork (orienteering)

Modular Approach – Knowledge

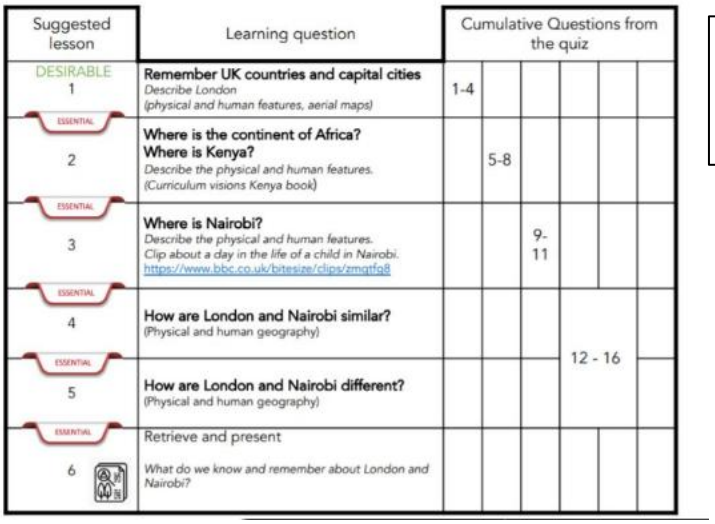
At Percy Main Primary School, Geography is taught across each year group in modules or units that enable pupils to study in depth key geographical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention.

Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key geographic knowledge. Each module is revisited either later in the year or in the following year as part of the spaced retrieval practice method mentioned previously to ensure pupils retain key knowledge and information.

Development of Geographical skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to undertake geographical enquiries and develop their geographical skills as in asking questions, planning and carrying out fieldwork, collecting and analysing information and drawing conclusions. At Percy Main Primary School, the working geographically objectives are clearly displayed on each of our geography modules for both Key Stage 1 and Key Stage 2. It is clear which of the objectives are being taught throughout a specific module which ensures full coverage and allows for skills to be built upon.

Cumulative Quizzing Model (Supporting Cognitive load)



Suggested lesson	Learning question	Cumulative Questions from the quiz					
DESIRABLE 1	**Remember UK countries and capital cities** *Describe London (physical and human features, aerial maps)*	1-4					
ESSENTIAL 2	**Where is the continent of Africa? Where is Kenya?** *Describe the physical and human features. (Curriculum visions Kenya book)*		5-8				
ESSENTIAL 3	**Where is Nairobi?** *Describe the physical and human features. Clip about a day in the life of a child in Nairobi.* https://www.bbc.co.uk/bitesize/clips/zmqtfg8			9-11			
ESSENTIAL 4	**How are London and Nairobi similar?** (Physical and human geography)				12 - 16		
ESSENTIAL 5	**How are London and Nairobi different?** (Physical and human geography)						
ESSENTIAL 6	Retrieve and present *What do we know and remember about London and Nairobi?*						

Sample of module sequence and cumulative quizzing overview and questions covering

elements of lesson 2 and 3.

Y2 Comparison of place - London and Nairobi

7. Kenya has a coast.
(T) True
(F) False

8. A savanna....
(CHOOSE 3)
(A) has many trees.
(B) has dry grassland.
(C) is flat and spread out over a vast area.
(D) has a few trees.

9. The capital city of Kenya is called...
(A) Kenya.
(B) Nairobi.
(C) South Africa.
(D) Meru.

Minimum lesson expectations

All Geography lessons will incorporate the following elements:

• Explicit teaching of vocabulary

• Big picture and clear on where lesson fits in the unit (hexagons used to show this)

• Revisiting of prior learning through revisit quiz questions / remember 2 things / flick back

• Links to Climate change where appropriate

• Use of Geographical vocabulary in learning

• A reading and a writing element

• Working Geographically

• Evidence of learning in pupil's books

• Use of ipads where it adds to the experience

Vocabulary

EYFS

We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary.

Geographic language is taught and built upon with vocabulary being a focus. This is also encouraged through planning trips and having visitors in school.

Vocabulary in Years 1-6

Vocabulary is at the centre of our curriculum and subject specific words are incorporated in each module. Children will be taught the subject specific vocabulary through ‘My turn, your turn’ techniques.

Vocabulary overview for a Year 6 Earthquakes, mountains and volcanoes module, including Tier 2 and 3 language.

Y6 Earthquakes, mountains and volcanoes

Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge

Words I should know	Roots, prefixes, suffixes and spelling rules
earthquake, volcano, collide, explosive, towering, lava, origin	ive, -ous

Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
viscous	a thick, sticky consistency	epicentre	the point on the Earth's surface above the origin of an earthquake
churning	moving vigorously	fissure	a long, narrow opening caused by a spilt or crack
buckle	to bend and give way under pressure	dormant	temporarily inactive
disaster	a catastrophe that causes extensive damage	magma	hot semi-fluid liquid found below the Earth's crust
devastation	immense destruction and damage	molten	made liquid from heat
magnitude	the size or extent of something	mantle	the layer of Earth between the crust and the core

Etymology and **morphology** for explicit instruction

Prefix / Suffix / Root	Meaning	Examples
de	away/remove/down	delete, descend, decay
fiss	split	fission, fissile, fissure
magn	great/large	magnify, magnificent, magnate
centr	centre	central, egocentric, centrifugal

Relevant **idioms** and **colloquialisms**

a walking disaster	someone who seems to always get into or cause a great deal of trouble
quake like a leaf	to tremble with fear

Moving beyond

seismic, tsunami, meteorologist, conduit

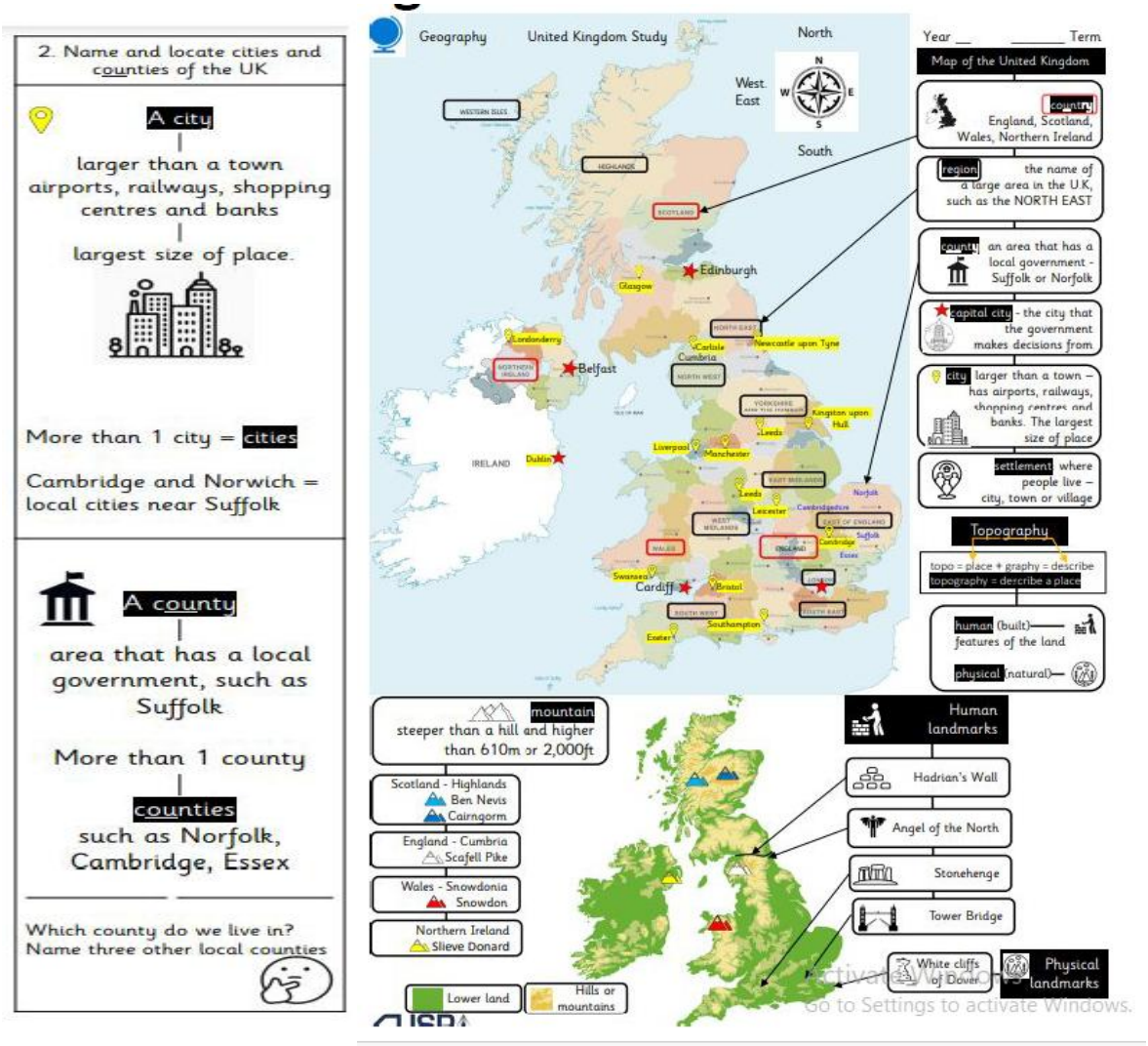
Explicit teaching of vocabulary

Dual coding is seen across the subject, as part of the knowledge organisers and strips, on a vocabulary slide during the lesson input and on working walls.

Knowledge organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Knowledge Notes are referenced throughout each module. There is also the option for pupils to access a home learning platform that is used in school called Curriculum Visions.

Year 3 knowledge note and knowledge organiser



Planning using CUSP

Lesson planning is completed with the use of the suggested lesson sequence, quizzing content from the Knowledge Organisers and also the illustrative resources. With some suggestions from CUSP, Teachers will then do their own research and have their own activities to plan alongside this. All lessons follow 6 phases as outlined below;

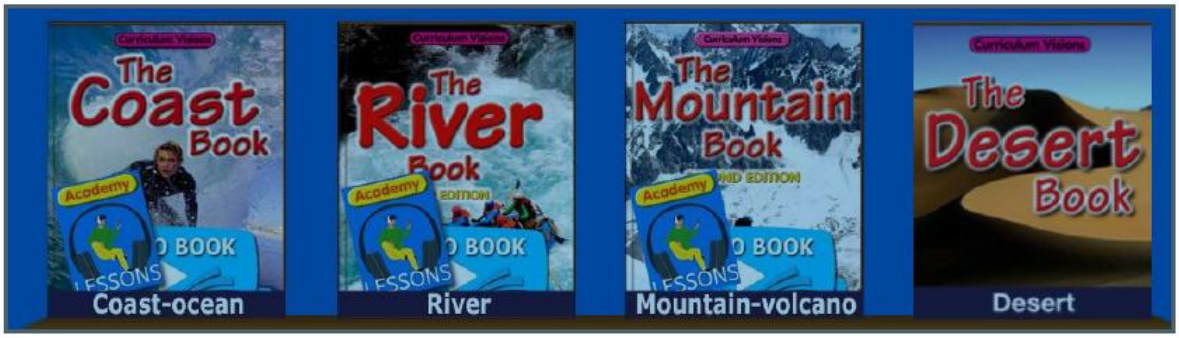
Connect	Explain	Example	Attempt	Apply	Challenge
					
Make Connections with previous learning through questions, quizzes, two things, give one and get one routines. Position and frame substantive concepts in context of this learning using Big Ideas map. For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate.	Focus the learning question to help pupils attend. Introduce essential vocabulary in the context of the lesson. Use vocabulary modules and scripts to introduce new words. Be efficient with words and clear with explanations. RECEPTIVE LANGUAGE DEVELOPMENT	Make worked examples really explicit. Use diagrams, images, videos, artefacts to help articulate the content. Reduce number of slides on interactive boards. Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up.	USE WHAT YOU KNOW Pupils practically have a go at selecting and organising the content you have taught them. DELIBERATE PRACTICE Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning. FEEDBACK – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place.	SHOW WHAT YOU KNOW Use teacher books to model page layout using double page spreads. Use CUSP Thinking Hard routines to help pupils explain and connect their learning. Use and apply vocabulary all the time. Make it unmissable and irresistible. Increase productivity through CUSP Hexagon pathways to explain content.	DEEPEN WHAT YOU KNOW Quizzes to increase the retrieval practice effect. Self-questions to develop richer knowledge of the content. Two things Blank hexagon pathways Open word paths Partial word paths Closed word paths

Tailoring for SEND

At Percy Main we aim for all geography lessons and learning questions to be accessible to all pupils. Pre-teaching of geographical vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language. The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily.

Reading

Our Geography curriculum is supported by a range of books accessed through our library. Teachers and children make a point of choosing particular books that link to current learning or to something yet to be taught as a way of pre-teaching. This supports pupil's learning and develops their skills in accessing information. Unity Schools Partnership work with 'Curriculum Visions', to ensure that the subject content has materials that can be accessed by pupils both in school and at home.



Oracy

As a Voice 21 school we intend to provide our pupils with a high-quality oracy education. This is 'the ability to articulate ideas, develop understanding and engage with others through spoken language.' It is through talk that pupils have the opportunity to develop and share their understanding, through interactions with both teachers and peers. However, to do this effectively, pupils must also be taught to talk effectively, ensuring they have the necessary skills and understanding to engage in talk for learning. When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key geographic vocabulary. This is modelled by teachers.

Spoken Language in the National Curriculum

Pupils should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Speaking like a Geographer

In Key Stage 1:

Pupils should be taught to 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.

In 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 knowledge, understanding and skills to enhance their locational and place knowledge

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully in each subject.

Implementation In Early Years

Environment and Resources
The EYFS setting is equipped with a range of resources in both continuous and extended provision which include:

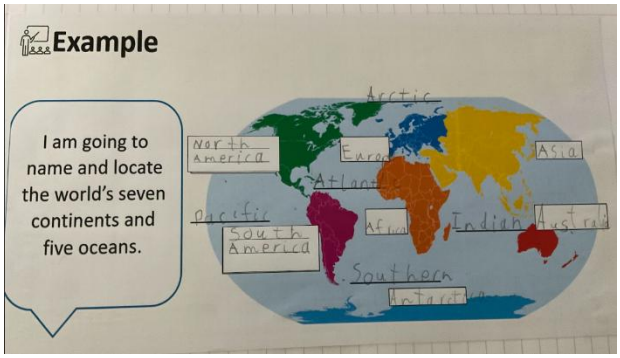
- Globes, maps, and atlases
- Natural materials for exploration
- Photographs, artefacts, and storybooks from around the world
- Seasonal weather charts and displays
- Outdoor learning resources including bug catchers, magnifying glasses, and planting tools

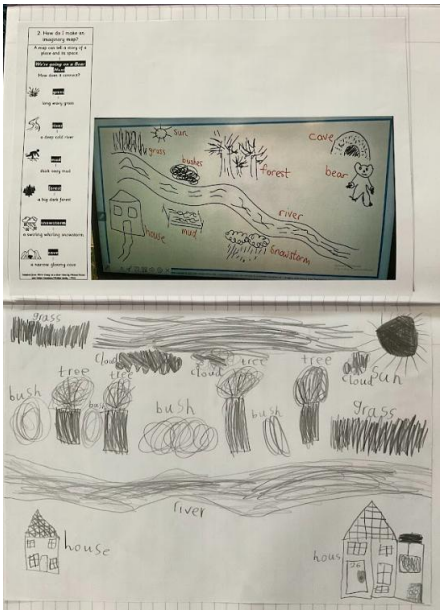
Geography in the EYFS is taught through:

- Play-based learning: Indoor and outdoor provision areas include resources that encourage exploration of maps, weather, habitats, and world cultures.
- Thematic units/ Forest school: Topics such as; weather, growing, planting, metamorphosis, maps, people in the community, local area, Africa, save our seas, habitats/ rockpools, seasons, light and shadows.
- Child-led exploration: Practitioners follow the interests of the children to extend geographical understanding in meaningful ways.
- Outdoor learning: Our school grounds and local area are used to explore natural and built environments, observe seasonal changes, and foster a connection to place.
- Storybooks and cultural texts: High-quality books support children's understanding of different places and communities around the world.

Year One

Year One





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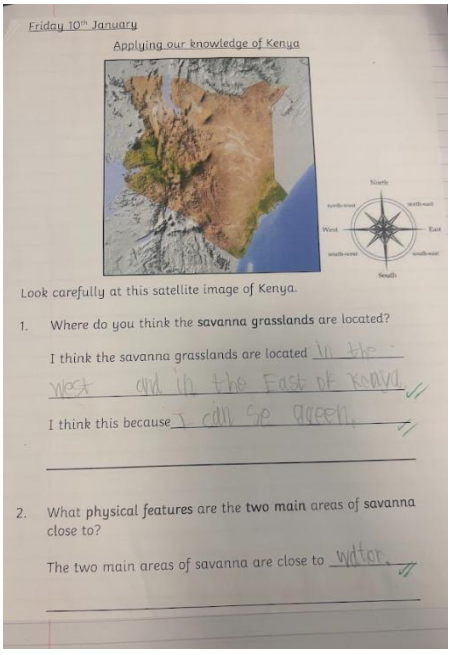
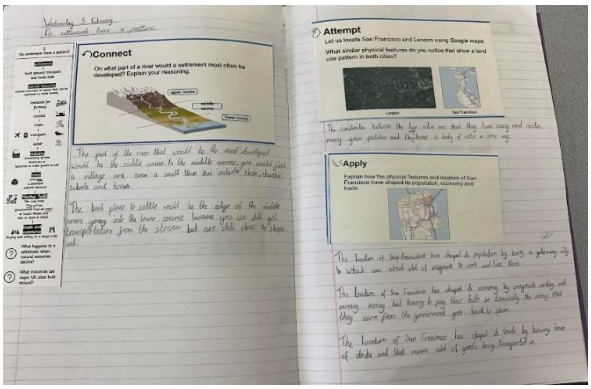
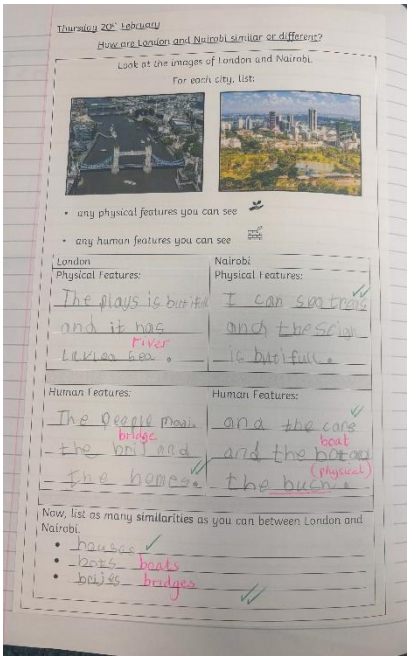
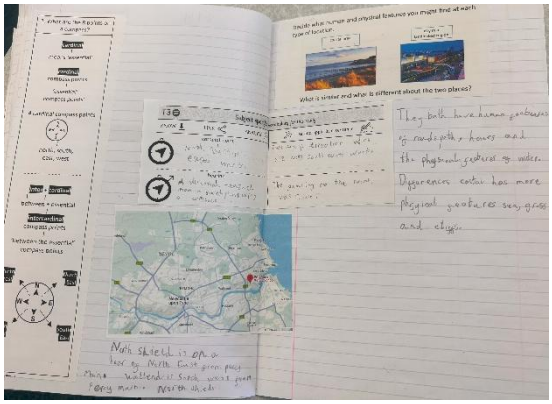
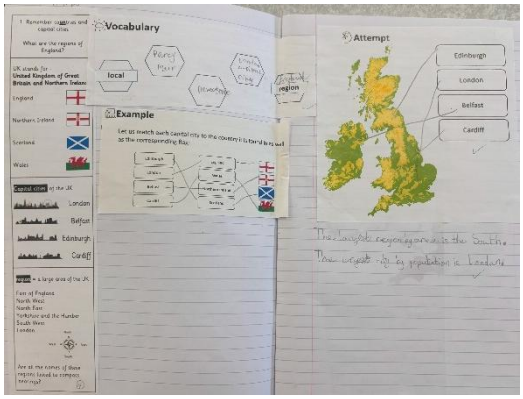


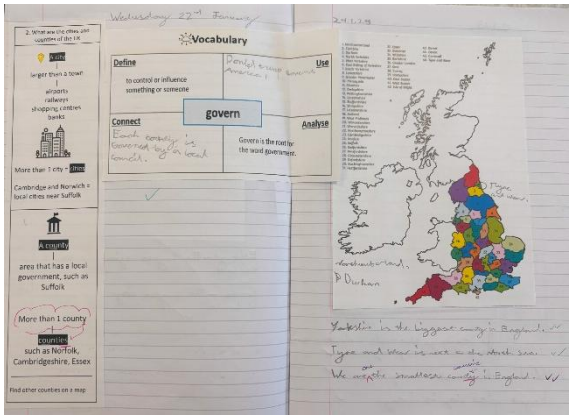




Year Three







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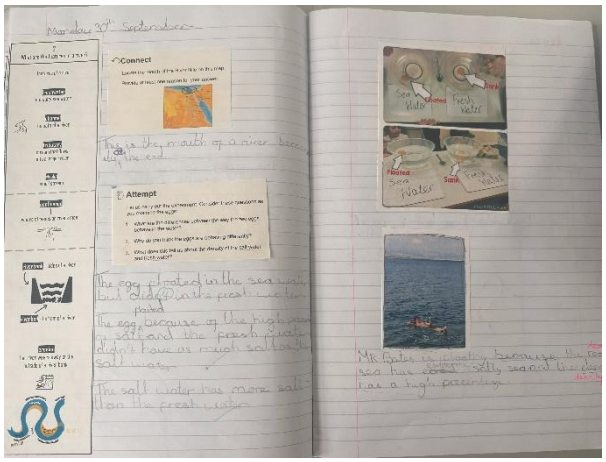
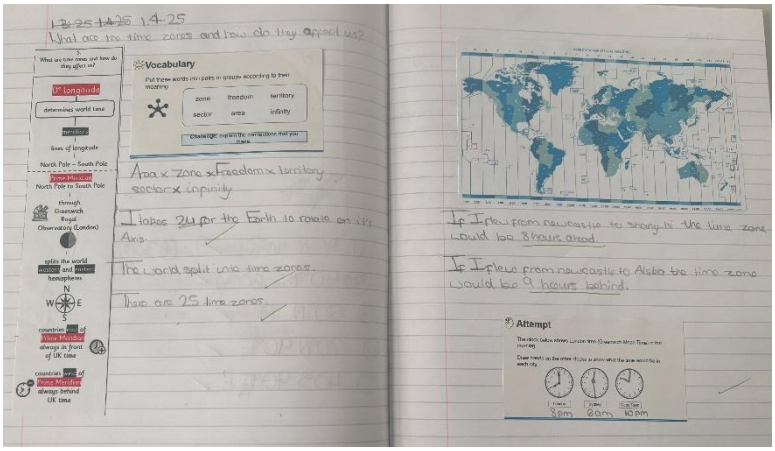
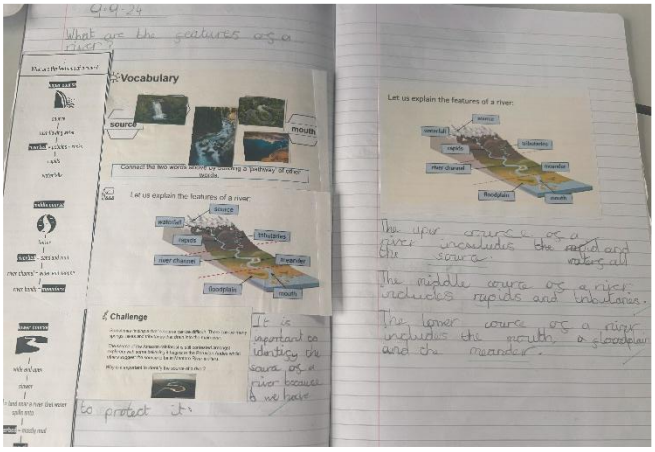
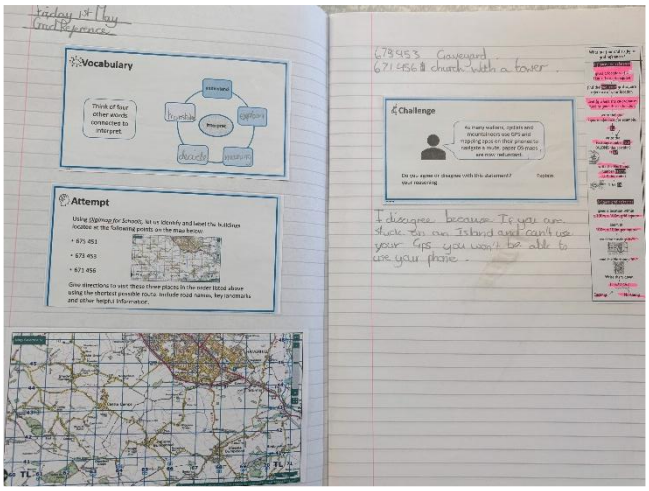
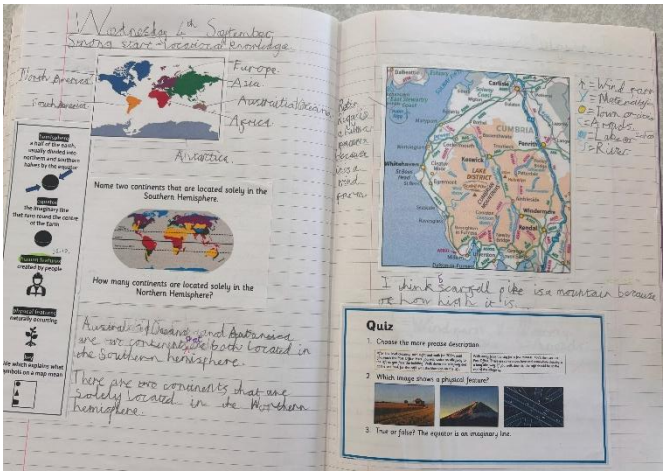


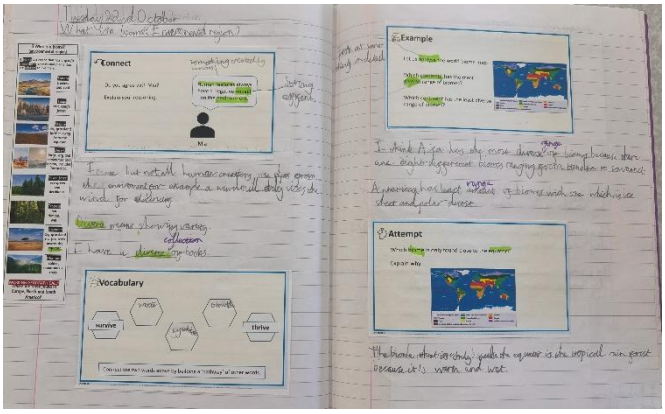




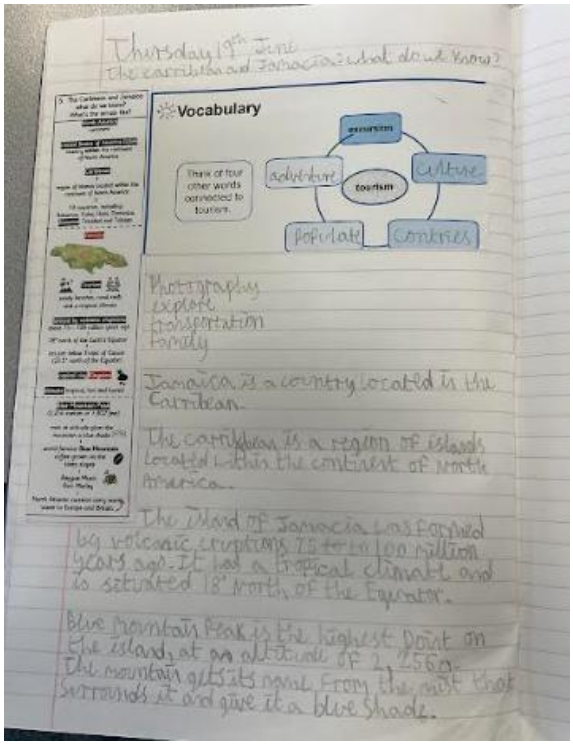
Year Five







Year Six



Impact

Cumulative assessment activities and quizzing

Class teachers use continuous assessment through retrieval questions, sequenced quizzing and planned activities to give pupils the opportunity to share their knowledge and demonstrate retention of information across a module of learning. One assessment method involves organising pupils into small groups to discuss teacher led questions. Pupils are encouraged to refer to their own learning in books, to answer questions on topics taught, and build on the answers given by others. This can give class teachers and subject lead opportunities to assess how much pupils have gained and retained across the module taught. History work is regularly assessed through teacher's live marking and with regular verbal feedback on pupils' successes and development areas within and across modules. Teachers also use results of quizzes and planned assessment activities to adapt learning and close gaps.The Subject Leader and SLT Team also use learning walks and pupil book studies as effective monitoring techniques.

Pupil Book Study

At Percy Main we measure the impact of our curriculum through Pupil Book Study, a grounded, evidence-based approach developed by Alex Bedford. This method equips subject leaders with a robust toolkit designed for monitoring and evaluating how curriculum intent translates into genuine pupil understanding. It moves beyond surface-level scrutiny, looking just at workbooks, to delve into the "lived experience" of pupils, forming a mirror that reflects professional practice and highlights what advances or impedes learning.

A key feature is the closed-book, purposeful questioning during pupil dialogues. These conversations are structured: leaders clarify what students know, gauge their retrieval of content from earlier units, and assess their command of subject-specific vocabulary. Pupils actively articulate their learning, demonstrating if knowledge has been embedded, sequenced, and connected across the curriculum

To scaffold these discussions, teachers use visual prompts and vocabulary cues-images, word banks, and tiered vocabulary organizers to support deeper metacognitive talk and dialogue. This prompts pupils to go beyond rote recall and instead explain processes, concepts, and vocabulary intentionally

Sessions typically follow a refined structure:

1. Select a diverse sample of pupils
2. Review workbooks, then conduct a structured dialogic interview focused on key knowledge, vocabulary, and cognition.

3. Identify strengths and limitations- knowledge gaps, misconceptions, or scaffolding needs.
4. Act on insights through curriculum adjustments, and adaptive teaching strategies.

By doing this regularly, teachers can quantitatively and qualitatively track curricular impact and pupil outcomes in real time. Crucially, it fosters teacher reflection and professional growth, ensuring that adjustments are evidence-led and focused on improving long-term retention, oracy, and conceptual understanding.

Why this deepens impact at Percy Main:

- Reliability - It uncovers what pupils truly remember and understand—not just what teachers believe they know.
- Cognitive science backed - Drawing on research in metacognition, dialogic teaching, retrieval practice, and cognitive load theory, it ensures discussions are both structured and meaningful
- Scaffolded oracy - Using prompts and vocabulary scaffolds elevates pupils' spoken responses, embedding subject-specific language while boosting confidence and communication skills
- Actionable insights **-** Findings inform curriculum refinement, ensuring interventions are precise and impactful—and lesson design evolves in response.

In summary, by bringing pupils and leaders into structured, scaffolded dialogue that's anchored in research-informed practice, Percy Main's Pupil Book Study becomes a powerful lever for improving pupil outcomes—ensuring that curriculum design, delivery, and long-term retention align with the school's aims for academic and cognitive progress.

Example of summative assessment record including pupil book study

Assessment of CUSP subjects:

Year:	6	Subject:	Geography	Unit:	Y6 Physical processes Earthquakes, mountains and volcanoes

To be secure pupils must:

Substantive Concepts - Human and physical geography

Describe and understand key aspects of:

• physical geography, including: mountains, volcanoes and earthquakes

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
Place and Space	**Scale and Connection (Relationship and interdependence)**	**Physical and human geography**	**Environment and sustainability**	**Culture and diversity (Uniqueness)**
What are the similarities and differences between places that have active earthquake zones?	What do you notice about the locations and physical features of the places that have fault lines, mountains, earthquakes or volcanoes? What's the difference in the scale of eruptions, between a fissure volcano and stratovolcano?	What's the process of volcanic eruption? Why can't human features withstand the force of volcanic eruption? You could use La Palma as an example.	What impact do earthquakes, mountain formation and volcanoes have on the environment? How is the landscape forged and shaped by physical processes?	Why do people live in the shadow of volcanoes? How do earthquakes affect the way people live their everyday lives? Why do mountains attract people to live near or visit them?

Summary Assessment at the end of a unit:

Quiz/ assessment	End of Unit		
	Support	**Working at**	**Standout**
%			
Pupil names			

Pupil Book Study 3 weeks after a unit has been completed

Vocabulary

Tier 2	**viscous**	**churning**	**buckle**	**disaster**	**devastation**	**magnitude**
Tier 3	**epicentre**	**fissure**	**dormant**	**magma**	**molten**	**mantle**

	Disciplinary Knowledge - Thinking like a Geographer							
	Place and Space	Scale & Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)			
Knowledge and Sequence						**Support**	**Standout**	**Notes**
What makes up the layers of planet Earth?								

What are tectonic plates and where do you find them?								
How do tectonic plates move and what happens?								
What causes an earthquake and what's the effect?								
How are mountains formed?								
How do volcanoes work								

Helping	Hindering

Teacher assessment of knowledge, skills and vocabulary applied

Present knowledge (Working towards expected standard)	Operate on and with knowledge (Working at expected standard)	Conceptual understanding with depth (Greater depth of understanding)