

What are the aims of our curriculum?

Our geography education aims to 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 believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote spiritual, moral, social and cultural development. The curriculum equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

National Curriculum Aims:

To ensure that all pupils:

Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these change over time.

Are competent geographical explorers, using "fieldwork" and "enquiry" to find out about places in an increasingly independent way, using a progressive range and development of mapping skills and vocabulary 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)
- be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

How will teachers deliver the curriculum?

Geography is taught in Topic Themes so that children can achieve depth in their learning. Key knowledge and skills of each blocked topic ensure that knowledge builds progressively by the end of each Key Stage and that children develop skills systematically.

What are the intended outcomes for pupils?

The impact of our geography curriculum is that pupils are equipped with the geographical skills and knowledge that will enable them to be ready for the secondary curriculum and for life as an adult in the wider world. The children will be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities. The children's learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for geography. Outcomes in topic and English books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography.

Year Reception

Children in Reception will begin to use their skills of enquiry through developing curiosity and a fascination about the world, and the people, animals and landscapes that we find within it. They will particularly begin to visit their local area and learn about the features that they can see developing appropriate geographical vocabulary to explain what they observe to answer the question: what is this place like?

Seasonal changes – Autumn Exploring our school environment. <i>W 30-50: Comments and asks questions about aspects of their familiar world such as the place where they live.</i>	Seasonal changes – Winter and Spring Finding out about contrasting environments e.g. polar, desert. Record simple representations of environments through drawing, art, oral discussions. <i>W ELG: Children know about similarities and differences in relation to places and living things. They talk about how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</i>	Seasonal changes - Summer Talking about features of our local area through undertaking simple fieldwork. Draw simple maps of their route around school or walk in the local area. Follow simple maps in school or school grounds. <i>W ELG: Children know about similarities and differences in relation to places and living things. They talk about the features of their own immediate environment. They make observations of plants and explain why some things occur, and talk about changes.</i>
--	---	--

Key stage 1 National Curriculum Coverage

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Place knowledge

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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year 1: Using maps

- Use a simple picture map to move around the school
- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Year 2: Using maps

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Year 1: Map knowledge

- Locate and name on a world map and globe the seven continents and five oceans.
- Use maps to locate the four countries and capital cities of UK and its surrounding seas

Year 2: Map knowledge

- Use world maps to identify the UK in its position in the world.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Year 1: Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features
- Use photographs and maps to identify features

Year 2: Making maps

- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

Childhood Year A

Settlements

Changes over time

Use basic geographical vocabulary to refer to:

- key physical features
- key human features, including city, town, house, shop, school

Paws Claws and Whiskers Year A

Using and making maps; Describing physical features

Comparing our local area to a contrasting area of the UK Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

The Scented Garden Year A

Comparing our local area to a contrasting area of the UK

Plants in the local environment

Plants of the world

Wriggle and Crawl Year A

Fieldwork

Use simple fieldwork and observational skills

School Days Year B

Fieldwork; Human and physical features; Maps; Local environment; Changes over time

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Use basic geographical vocabulary to refer to:

key physical features

key human features, including city, town, house, shop, school

Use a simple map to move around school, use directional language.

Draw basic maps, including appropriate symbols and pictures

Use photographs and maps to identify features

Moon Zoom Year B

Satellite images

Magnificent Monarchs Year B

Significant places – royal residences

Countries and capital cities of the UK

Bright Lights Big City Year B

Countries and capital cities of the UK (London focus); Using locational language; Using maps; Geographical similarities and differences

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

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country

Coastline Year B

Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion;

Changes over time; Tourism

Beach Combers Year B

Coastal features

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

Key stage 2 objectives to be covered progressively over the key stage: (Taken from KS2 POS for Geography National Curriculum)

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.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

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

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Geography

- 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.

Year 3 Geographical map skills for Year 3:

Using maps

- Follow a route on a map with some accuracy
- Locate places using a range of maps including OS & digital
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
- Use 4 figure compasses, and letter/number co-ordinates to identify features on a map

Map knowledge

- Locate the UK on a variety of different scale maps
- Name & locate the counties and cities of the UK

Making maps

- Try to make a map of a short route experiences, with features in current order
- Create a simple scale drawing
- Use standard symbols, and understand the importance of a key

Year 4 Geographical map skills for Year 4:**Using maps**

- Follow a route on a large scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

Map knowledge

- Locate Europe on a large scale map or globe,
- Name and locate countries in Europe and their capitals cities

Making maps

- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Year 5 Geographical map skills for Year 5:**Using maps**

- Compare maps with aerial photographs
- Select a map for a specific purpose
- Begin to use atlases to find out other information (e.g. temperature)
- Find and recognise places on maps of different scales
- Use 8 figure compasses, begin to use 6 figure grid references.

Map knowledge

- Locate the world's countries, focus on North & South America
- Identify the position and significance of lines of longitude & latitude

Making maps

- Draw a variety of thematic maps based on their own data
- Draw a sketch map using symbols and a key
- Use and recognise OS map symbols regularly

Year 6 Geographical map skills for Year 6:**Using maps**

- Follow a short route on a OS map

- Describe the features shown on an OS map
- Use atlases to find out data about other places
- Use 8 figure compass and 6 figure grid reference accurately
- Use lines of longitude and latitude on maps

Map knowledge

- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

Making maps

- Draw plans of increasing complexity
- Begin to use and recognise atlas symbols

A Childs War Year A

Human geography

Cities of the UK

Frozen Kingdom Year A Geography Driver

Features of the polar regions

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)

Scrumdiddlyumptious! Year A

Food miles and fair trade

Allotment Year A

Land use

Food origin;

Geographical skills/fieldwork;

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.

Map work;

Climate

Beast Creator Year A

Local fieldwork;

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.

Contrasting locations

I am Warrior Year B

Comparing Britain and Italy

Using maps

Locational knowledge; Human and physical geography

Predator Year B

Fieldwork

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.

Using maps to locate countries and continents

Traders and Raiders Year B

Using maps

Settlements

Europe

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Flow Year B Geography Driver

Using maps

Fieldwork

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.

Water Cycle

Human and Physical Features

Rivers of the world Counties and Cities of the UK

Darwin's Delights Year B

Using Maps

Geographical Similarities and Differences

Islands of the World

Road Trip USA Year B Geography Driver

Using world and US maps; locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries,

Human and physical geography

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Emperors and Empires Year C

Ancient and Modern Day Greece

Geographical Features

Using Maps

locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Misty Mountain Winding Year C River Geography Driver

Using maps;

Human and physical geography

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

Hola Mexico Year C

Using Maps

Human and Physical Geography of Mexico

Tribal Tales Through the Ages

Fieldwork; Human and Physical Geography;

land-use patterns; and understand how some of these aspects have changed over time

Using Maps and Aerial Images.

Time Traveller

Changes in the Local Community

Star Gazers

Locating Physical Features

Revolution

Cities and transport in Victorian times

Maps

Tremors Rocks Relics and Rumbles Year D

Volcanoes and Earthquakes

Blue Abyss Year D

Seas and Oceans of the World
The Great Barrier Reef
Environmental Issues