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. *W 30-50: Comments and asks questions about aspects of their familiar world such as the place where they live.*	Seasonal changes – Winter and Spring Finding out about contrasting environments e.g. polar, desert. Record simple representations of environments through drawing, art, oral discussions. *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.*	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. *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*.

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

Investigating Our World - Year A
This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.

Our Changing World - Year A
This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.

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

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

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 an 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

Year A

Sow Grow and Farm

Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation

Geography revision and retrieval practice Map Skills

Year B

Interconnected World

This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.

Misty Mountain Winding River Geography

The characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.
Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Altitudinal zones; Data analysis

Year C

Investigating Our World

This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.

Frozen Kingdoms

This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.

Our Changing World

This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.

Year D

One Planet, Our World

This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.

Rocks Relics and Rumbles

The features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.
Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps