

Geography

'Geography has made us neighbours' John F Kennedy

Curriculum Intent

We aim 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. Teaching will equip pupils with knowledge about places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Teaching geographical knowledge, understanding and skills will enable pupils to explain how the Earth's features at different scales are shaped, interconnected and change over time. Pupils will learn about the impact that 'they' as an individual and 'we' as humanity have on the Earth and will be able to discuss and debate relevant current issues such as global warming and plastic pollution. There is a clear plan for progression.

Pupils will leave KS1 having developed knowledge about the world, the United Kingdom and their own locality. They will 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 will leave KS2 having extended their knowledge and understanding beyond their 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 will have developed their use of geographical tools and skills to enhance their locational and place knowledge, and be able to discuss environmental issues and their probable causes.

Children will be supported to close any gaps in their learning. Where children show high ability, talent and interest, they will be further challenged. Every effort will be made to identify and lift barriers to learning. The subject will be presented as one to enjoy.

Curriculum Implementation

The teaching and implementation of the Geography Curriculum is based on the National Curriculum ensuring a well-structured approach to this subject. The skills and knowledge that children will develop are mapped across each year group/key stage and throughout the school to ensure progression.

Geography is taught through cross curricular themes taught on a rolling cycle so every child visits each theme at least once. This also allows teachers to work together across year groups to support planning, resources and trips. It also supports the teaching of mixed age classes. Teaching Geography within a cross curricular theme means learning is delivered within a relevant context and builds on prior learning helping children make links and make progress. Teachers model the use of subject-specific vocabulary to enrich pupils' language acquisition. The school ensures it is well resourced and uses the school environment and the wider community creatively to support learning. Children's individual heritage and experiences are a valued resource. The school is located close to the coast and the Norfolk Broads as well as the urban areas of Norwich and Great Yarmouth, all of which are rich resources.

Curriculum Impact

The school celebrates children's achievements in geography in celebration assemblies, displays and on the website and in newsletters demonstrating the subject's valued status in the school. Outcomes in exercise books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

A range of formative assessment strategies are used to inform and address any trends or gaps in progress and attainment. Children are encouraged to self and peer assess. Summative assessments take place termly and teachers record the progress and attainment against National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Further information is gathered through pupil feedback; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

Children in Foundation Stage are assessed within Understanding the World and their progress is tracked in their individual learning journeys. Age related expectation levels are reported to parents at the end of the reception year.

The desired impact of our geography curriculum is that it helps children to recognise how changes to places and the environment happen and affect us, both as a result of natural processes and through human activity.

Children's growing understanding will prepare them to play an active role as informed, responsible citizens.

Progression Document - Geography

xxxxx = key vocabulary

Geographical skills and fieldwork	
Foundation	<p>Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Examine change over time. Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.</p>
Year 1	<p>ask simple geographical questions e.g. What is it like to live in this place? use simple observational skills to study the geography of the school and its grounds use simple maps of the local area e.g. large scale print, pictorial etc. use locational language (e.g. near and far, left and right) to describe the location of features and routes make simple maps and plans e.g. pictorial place in a story</p>
Year 2	<p>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 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 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</p>
Year 3	<p>ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. recognise that different people hold different views about an issue and begin to understand some of the reasons why communicate findings in ways appropriate to the task or for the audience understand and use a widening range of geographical terms e.g. specific subject vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office make more detailed fieldwork sketches/diagrams use fieldwork instruments e.g. camera, rain gauge use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features use four figure grid references use the 8 points of a compass make plans and maps using symbols and keys</p>

Year 4	<p>understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>measure straight line distances using the appropriate scale</p> <p>explore features on OS maps using 6 figure grid references</p> <p>draw accurate maps with more complex keys</p> <p>plan the steps and strategies for an enquiry</p>
Year 5	<p>understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
Year 6	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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 his/her knowledge of the United Kingdom and the wider world</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>understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</p> <p>use maps, charts etc. to support decision making about the location of places e.g. new bypass</p>

Locational Knowledge	
Foundation	<p>Observe, find out about and identify features in the place they live and in the natural world.</p> <p>Find out about their environment and talk about those features they like and dislike.</p> <p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'church' to help children make distinctions in their observations.</p> <p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p>
Year 1	understand how some places are linked to other places e.g. roads, trains
Year 2	<p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>name, locate and identify characteristics of the seas surrounding the United Kingdom</p>
Year 3	<p>identify where countries are within the UK and the key topographical features</p> <p>name and locate the cities of the UK</p>
Year 4	<p>recognise the different shapes of the continents</p> <p>demonstrate knowledge of features about places around him/her and beyond the UK</p> <p>identify where countries are within Europe, including Russia</p> <p>recognise that people have differing qualities of life living in different locations and environments</p> <p>know how the locality is set within a wider geographical context</p>
Year 5	<p>identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</p> <p>recognise the different shapes of countries</p>

	<p>identify the physical characteristics and key topographical features of the countries within North America</p> <p>know about the wider context of places e.g. county, region, country</p> <p>know and describe where a variety of places are in relation to physical and human features</p> <p>know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</p>
Year 6	<p>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</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>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>

Human and Physical	
Foundation	<p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p> <p>Identify seasonal patterns – focusing on plants and animals.</p> <p>Explore their local environment and talk about the changes they see.</p> <p>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</p>
Year 1	describe seasonal weather changes
Year 2	<p>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</p> <p>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</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Year 3	<p>identify physical and human features of the locality</p> <p>explain about weather conditions/patterns around the UK and parts of the Europe</p>
Year 4	<p>describe human features of the UK regions, cities and/or counties</p> <p>understand the effect of landscape features on the development of a locality</p> <p>describe how people have been affected by changes in the environment</p> <p>explain about natural resources e.g. water in the locality</p> <p>explore weather patterns around parts of the world</p>
Year 5	<p>know about the physical features of coasts and begin to understand erosion and deposition</p> <p>understand how humans affect the environment over time</p> <p>know about changes to the world environments over time</p>

	understand why people seek to manage and sustain their environment
Year 6	describe and understand key aspects of physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of 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

Place Knowledge	
Foundation	Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions , e.g. 'busy', 'quiet' and 'pollution'.
Year 1	name, describe and compare familiar places link their homes with other places in their local community know about some present changes that are happening in the local environment e.g. at school suggest ideas for improving the school environment
Year 2	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
Year 3	understand why there are similarities and differences between places develop an awareness of how places relate to each other
Year 4	know about the wider context of places – region, country understand why there are similarities and differences between places
Year 5	compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences
Year 6	understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

Pupils working at greater depth	
Foundation	Can they explain the impact that their activity has on the local environment? Can they describe some actions which they can do to help maintain the area they live in? Can they make geographical inferences through a variety of geographical sources? Can they make links using prior knowledge and ask and answer geographical questions?

<p>Year 1 Year 2</p>	<p>Can they ask relevant geographical questions using a range of sources provided? Can they show empathy towards a geographical event or issue and explain the impact on people or place? Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? Can they identify geographical patterns and make connections?</p>
<p>Year 3 Year 4 Year 5 Year 6</p>	<p>Can they use a range of geographical evidence to make predictions? Can they make comparisons between people and places and explain their reasons?</p> <p>Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises? Can they collect statistics about people and places from field work or research and analyse data looking for trends? Can they interpret other people's arguments for change, analysing various sources?</p>

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