

Geography Curriculum Vision and Skills

Nuture

Create

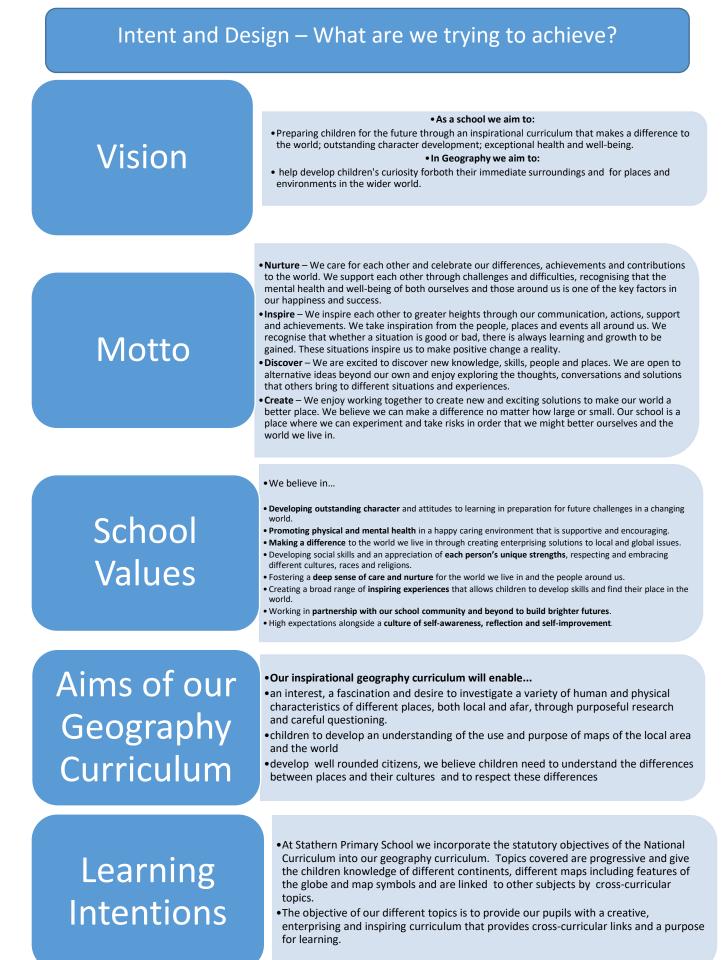
Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

Inspire

Discover



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Implementation and Organisation – How will we arrange our learning?

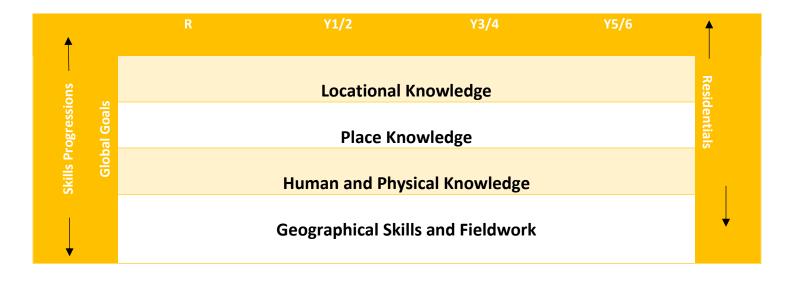


Favourite stories
Space
The only way is up
Animal Kingdom

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



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	Location Knowledge	
Y1/2	Y3/4	Y5/6
UK and Non-European Country	UK and North America	<u>UK and North or South America (A)</u> UK and Scandinavia (B)
Aname and locate the world's seven continents and five oceans	REVISIT Aname and locate the world's seven continents and five oceans	Icate the world's countries, using maps to focus on Europe (including the location of Russia) and South America,
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	♣locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics,	Iand-use patterns; and understand how some of these aspects have changed over time REVISIT
	countries, and major cities and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical	 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)
	features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some	



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of these aspects have changed over	
time	
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)	

P	lace	Know	edae
	ace		cuge

Y1/2	Y3/4	Y5/6
understand geographical similarities	Understand geographical similarities	♣Understand geographical
and differences through studying the	and differences through the study of	similarities and differences through
human and physical geography of a small	human and physical geography of a	the study of human and physical
area of the United Kingdom, and of a	region of the United Kingdom and	geography of a region of the United
small area in a contrasting non-European	compare to another location in Europe	Kingdom and a region within South
country	and/or a region of North America	America or Europe



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н	uman and Physical Knowledge	
Y1/2	Y3/4	Y5/6
 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 	 Physical geography, including: Mountains, forest, rainforest, volcanos rivers and the Water Cycle, cities, countryside, volcanoes, earthquakes, biomes, vegetation belts Human Geography Types of settlement, land use, distribution of natural energy, food, minerals and water. 	 Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains 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

Y1/2	Y3/4	Y5/6
♣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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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 the eight points of a compass, four 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 	 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
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 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. 	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.
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.		



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Impact – How well are we achieving our aims?

	Teacher Assessment	Pupil Voice	Moderation
Impact seen in:	Work scrutiny	Parental surveys and feedback	Observations and Blinks
	Data analysis	Progress of pupils	Staff Questionnaires
	·	across the curriculum	
		across the curriculum	
Our children will:	Making great progress and have high standards of achievement and attainment		Be respectful of themselves and demonstrate excellent behaviour

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How
	good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject?
	What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do
	colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Leaning environment:	How does the learning environment support the learning in this subject area?