



Geography Subject Statement

*This document supports the school vision
Caring For Others And Courageously Striving
For Excellence*

Our geography curriculum aims to promote pupils' understanding of, and commitment to, our school values; **compassion, resilience, trust** and support pupils' spiritual, moral, social and cultural development; including their understanding of right and wrong, of equal opportunities for all and of the school learner behaviours – to be **aspirational, community-minded, curious, determined and independent.**

We aim to provide geography lessons which foster children's natural curiosity about the world and its people so that their geographical knowledge supports their development as global citizens and environmentalists.

Our curriculum for geography aims to ensure that all pupils:

- develop knowledge of the location of globally significant places
- understand the processes that give rise to key physical and human geographical features of the world and are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through fieldwork
 - interpret a range of sources of geographical information, including maps, globes, aerial photographs
 - communicate geographical information in a variety of ways, including through maps and written work

EYFS Year R

Children start to learn about the features of their environment and how environments might vary from one another; they are introduced to maps. This forms part of *People and Communities* and *The Natural World* strands of *Understanding the World*.

Key Stage 1 and Key Stage 2

Geographical learning is mapped across classes in single subject projects that build on prior knowledge and understanding and promote the development of subject-specific skills. Each geography learning project is planned over a series of lessons beginning with a hook (e.g. visit, artefact, text or video clip); children then have the opportunity to improve skills and develop knowledge and understanding with a clear purpose in mind (e.g. open classroom, performance or publication).

In Key Stage 1

Pupils develop knowledge about the world, the United Kingdom and their locality. They 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.

Key Stage 2

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Teaching and learning:

- Long and medium term planning cycles are on a two-year cycle so that pupils have complete coverage of the NC Programme of Study.
- When planning Learning Projects, attention is paid to providing pupils with learning experiences that provide a balance of knowledge and understanding appropriate to the key stage and a balanced range of perspectives on the lives of people and societies (political, economic, technological, social, religious, cultural, aesthetic).
- Fieldwork activities undertaken by pupils includes opportunities 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.

- Lessons provide opportunities for pupils to develop, apply and make progress within a wide range of geographical skills and concepts and lesson plan formats link to SOLO¹ stages.
- Geography contributes to learning about diverse places, people, resources and natural and human environments in the past and now. Lessons are planned so that different perspectives are represented and women and minority groups are accurately portrayed. Co-operative work will be included to enhance social skills.

Assessment and progression

- Information about prior attainment recorded on Target Tracker supports lesson planning including differentiation
- Quizzes, mind-maps and teacher questioning are used to assess children's prior knowledge
- Formative assessment (Assessment for Learning) by the teachers (and teaching assistants) is part of every lesson so that misconceptions can be addressed as they arise
- As part of each project, weekly quizzes include questions about current and prior learning in geography

¹ SOLO stands for "structure of the observed learning outcome". It is an approach designed by educational psychologists John Biggs and Kevin Collis to scaffold higher-order thinking for pupils.

<i>Different stages of S O L O Taxonomy</i>				
<i>Pre-Structural Level</i>	<i>Uni – Structural Level</i>	<i>Multi-Structural Level</i>	<i>Relational Level</i>	<i>At the extended abstract Level</i>
<i>I'm not sure about this subject</i>	<i>I have one idea about this subject</i>	<i>I have several ideas about this subject</i>	<i>I can link my ideas together to see the big picture</i>	<i>I can look at these ideas in a new and different ways</i>
				

Geography Programme of Study

EYFS Understanding the World: People and Communities and The Natural World

Year R	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Locational knowledge

Year 1	Understand how some places are linked to other places e.g. roads, trains.
Year 2	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name, locate and identify characteristics of the seas surrounding the United Kingdom.
Year 3	Identify where counties are within the UK and the key topographical features. Name and locate the cities of the UK.
Year 4	Recognise the different shapes of continents Demonstrate knowledge of features about places around him/her and beyond the UK. Identify where countries are within Europe; including Russia. Recognise that people have differing quality of life living in different locations and environments. Know how the locality is set within a wider geographical context.
Year 5	Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. Recognise the different shapes of countries. Identify the physical characteristics and key topographical features of the countries within North America. Know about the wider context of places e.g. county, region and country. now and describe where a variety of places are in relation to physical and human features. Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.
Year 6	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

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	Recognise 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 in North America, identifying similarities and differences.

Year 6	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	
Year 1	Describe seasonal weather changes.
Year 2	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. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Year 3	Identify physical and human features of the locality. Explain about weather conditions / patterns around the UK and parts of Europe.
Year 4	Describe human features of UK regions, cities and /or counties. Understand the effect of landscape features on the development of a locality. Describe how people have been affected by changes in the environment. Explain about key natural resources e.g. water in the locality. Explore weather patterns around parts of the world.
Year 5	Understand about weather patterns around the world and relate these to climate zones. Know how rivers erode, transport and deposit materials. Know about the physical features of coasts and begin to understand erosion and deposition. Understand how humans affect the environment over time. Know about changes to world environments over time. Understand why people seek to manage and sustain their environment. Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.
Year 6	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. 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.
Geographical skills and fieldwork	
Year 1	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, pictorial etc Use locational and directional 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.
Year 2	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.
Year 3	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 e.g. population, 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 topic 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.
Year 4	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Measure straight line distances using the appropriate scale. Explore features on OS maps using 6 figure grid references. Draw accurate maps with more complex keys. Plan the steps and strategies for an enquiry.
Year 5	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.
Year 6	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 his/her knowledge of the United Kingdom and the wider world. 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. Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. Use maps, charts etc. to support decision making about the location of places e.g. new bypass.