



Geography at LWPS

At LWPS we recognise that geography develops children's natural fascination about the world and its people. We hope this curiosity will remain with our learners for the rest of their lives. Our aim is to provide an engaging curriculum that enables our learners to have a deep geographical knowledge alongside a strong sense of their role as a global citizen.

The teaching of geography begins in foundations stage specifically through the Understanding of the world area of learning but with other elements of EY areas of learning, communication and language, for example. From Year 1 to Year 6, Geography is taught through the termly projects. The yearly coverage has been planned to ensure that geographical skills are being taught progressively and evenly throughout the two year cycles. Projects that are covered throughout the school have been studied to look for opportunities to exploit for the teaching of geographical skills.

Our school is in prime location for teaching geographical skills beyond the classroom. We use our outdoor space and trips to allow for rich, meaningful experiences that cement engagement and knowledge. We aim to equip pupils with knowledge about diverse places, people and an understanding of the Earth's physical and human processes. Debates are also a useful vehicle through which to explore the impact of an event or geographical phenomenon from a range of perspectives.

Determination, Independence, Aspiration, Curiosity and Community-Mindedness taught through our core Christian values of compassion, resilience and trust

Determination-As environmentalists, we expect our children to strive for excellence in all that they do and demonstrate strong intent to get the job done and to do it to the best of their ability. We want them to show this academically as well as in their generosity of spirit within our whole school community. Our children are *resilient* learners, constantly showing their growth mindset in all that they do.

Independence-As environmentalists, our children self-organise and self-regulate very well, knowing what to do and where to go for further support if and when they need it. They show great *trust* in one another and the adults around them, knowing who they can go to for help or support if and when needed. We expect our children to exercise their independence at all levels so that they become confident and capable young people ready for their next challenge at each stage of their development.

Aspiration -As environmentalists, our pupils are ambitious, showing a drive to follow their dreams and apply the skills and knowledge they are learning to all areas of their learning. They are excited by their programme of study and constantly strive for challenge building their *resilience* as they learn.

Curiosity -As environmentalists, we expect our children to be active participants in their learning, always wanting to expand their knowledge and skills. They are driven by rich questioning and reasoning that extends their thinking and challenges their beliefs. We want our children to question their own understanding and beliefs showing an understanding of the world around them, demonstrating *compassion* for those around the world.

Community-Mindedness -As environmentalists, our children understand what it means to be mindful of those in and around our school community. They fundraise extensively, showing *compassion* in all that they do. They understand how we are all different and yet the same, and what impact their own actions have on those around them. They care deeply for one another and show tolerance and respect in all that they do.

Our Geography Programme of Study

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational knowledge	<p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Understand how some places are linked to other places e.g. roads, trains.</p>	<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>	<p>Identify where counties are within the UK and the key topographical features.</p> <p>Name and locate the cities of the UK.</p>	<p>Recognise the different shapes of 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 quality of life living in different locations and environments.</p> <p>Know how the locality is set within a wider geographical context.</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</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 and country.</p> <p>Know and describe where a variety of places are in relation to physical and human features.</p>	<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>

					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.	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	<p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggest ideas for improving the school environment</p>	<p>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.</p>	<p>Recognise there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p>	<p>Know about the wider context of places - region, country.</p> <p>Understand why there are similarities and differences between places.</p>	<p>Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.</p>	<p>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.</p>

<p>Human and physical geography</p>		<p>Describe seasonal weather changes.</p>	<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>	<p>Identify physical and human features of the locality.</p> <p>Explain about weather conditions / patterns around the UK and parts of Europe.</p>	<p>Describe human features of 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 key natural resources e.g. water in the locality.</p> <p>Explore weather patterns around parts of the world.</p>	<p>Understand about weather patterns around the world and relate these to climate zones.</p> <p>Know how rivers erode, transport and deposit materials.</p> <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 world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p> <p>Compare the physical and human features of a region of the UK and a region in North America, identifying</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>
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						similarities and differences.	
Geographical skills and fieldwork	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p> <p>Make simple maps and plans e.g. pictorial place in a story.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</p> <p>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.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</p>	<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?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p>	<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>	<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>	<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,</p>	

		human and physical features of its surrounding environment.	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Use fieldwork instruments e.g. camera, rain gauge.</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p>		<p>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>
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Early years	Achieving	Exceeding
<p>Understanding of the world:</p> <p>ELG 14 The world</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>