



Being the best we can be: committed to making a difference
Curious about our diverse world

INTENT

Our geography curriculum inspires a curiosity and interest to open windows onto the world in which we live. It equips them with the geographical skills to develop their knowledge through the study of people, places and human and natural environments.

Investigative teaching provokes thought and discussion, encouraging children to discover through explorations and research. Children are empowered to have a greater understanding and knowledge of our diverse planet and their place in it.

Implementation

The humanities are taught weekly by Specialist Teachers in KS2, across the Federation.

Theme based teaching is used to build on children's knowledge, where children are encouraged to make links to previous themes within a subject. Geographical skills and key vocabulary are revisited within each topic on a spiral basis, allowing children to enhance their geographical expertise. Knowledge Organisers support children and parents to recognise the key knowledge, skills and vocabulary for each topic.

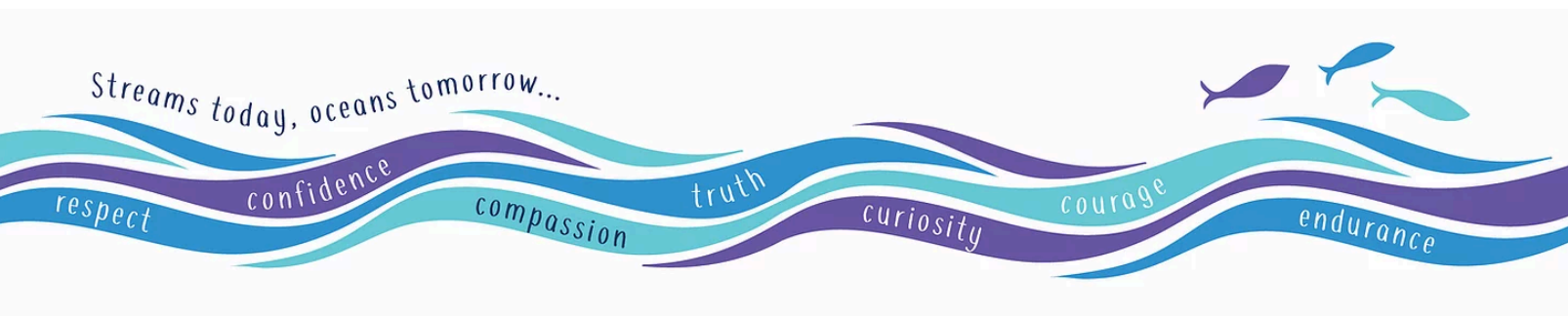
We foster awe, wonder and curiosity about the world through exploration, research and open ended questions.

Fieldwork, both in the school grounds and the local area is undertaken to present the children with first-hand experiences to collect, analyse and interpret geographical information. The impact of this learning is recorded in Geography books.

Impact

Children have the geographical knowledge and skills to enable them to explore, understand and appreciate the world around them. This is recorded in thought showers, mind maps or spidergrams at the beginning and end of a topic to capture how the children know more and remember more.

Their enthusiasm and curiosity for geography is enhanced further through cross curricular links including environment and charity work in Personal Development.



<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>PAST AND PRESENT</u> Talk about the lives of the people around them and their roles in society.</p> <p><u>PEOPLE, CULTURE AND COMMUNITIES</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><u>THE NATURAL WORLD</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p><u>ENQUIRY</u> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.</p> <p><u>DIRECTION/ LOCATION</u> Follow directions (Up, down, left/right, forwards/backwards)</p> <p><u>DRAWING MAPS</u> Draw picture maps of Imaginary places and from stories.</p> <p><u>REPRESENTATION</u> Use own symbols on imaginary map.</p> <p><u>USING MAPS</u> Use a simple picture map to move around the school; Recognise that it is about a place.</p> <p><u>SCALE/ DISTANCE</u> Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p><u>PERSPECTIVE</u> Draw around objects to make a plan.</p> <p><u>MAP KNOWLEDGE</u> Learn names of some places within/around the UK. E.g. Home town, cities, countries</p>	<p><u>ENQUIRY</u> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.</p> <p><u>DIRECTION/ LOCATION</u> Follow directions (as yr 1 and inc'. NSEW)</p> <p><u>DRAWING MAPS</u> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p><u>REPRESENTATION</u> Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p> <p><u>USING MAPS</u> Follow a route on a map. Use a plan view. Use an infant atlas to locate places.</p> <p><u>SCALE/ DISTANCE</u></p>	<p><u>ENQUIRY</u> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p><u>DIRECTION/ LOCATION</u> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.</p> <p><u>DRAWING MAPS</u> Try to make map of a short route experienced, with features in correct order; Try to make a simple scale drawing.</p> <p><u>REPRESENTATION</u> Know why a key is needed. Use standard symbols.</p> <p><u>USING MAPS</u></p>	<p><u>ENQUIRY</u> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/picture s/ maps</p> <p><u>DIRECTION/ LOCATION</u> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.</p> <p><u>DRAWING MAPS</u> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.</p> <p><u>REPRESENTATION</u> Know why a key is needed. Begin to recognise symbols on an OS map.</p> <p><u>USING MAPS</u> Locate places on large scale Maps Follow a route on a</p>	<p><u>ENQUIRY</u> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the large scale; contrasting and distant places Collect and record evidence unaided . Analyse evidence and draw conclusions e.g. from field work data on land use comparing Land use/ temperature, look at patterns and explain reasons behind it</p> <p><u>DIRECTION/ LOCATION</u> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p><u>DRAWING MAPS</u> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p> <p><u>REPRESENTATION</u> Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p> <p><u>USING MAPS</u> Compare maps with aerial photographs.</p>	<p><u>ENQUIRY</u> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided . Analyse evidence and draw conclusions e.g. from field work data on land use comparing Land use/ temperature, look at patterns and explain reasons behind it</p> <p><u>DIRECTION/ LOCATION</u> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p><u>DRAWING MAPS</u> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p> <p><u>REPRESENTATION</u> Use/recognise OS map symbols; Use atlas symbols.</p> <p><u>USING MAPS</u> Follow a short route on an OS map. Describe features shown on OS map.</p>

	<p>e.g. Wales, France.</p> <p>STYLE OF MAP Picture maps and globes</p>	<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>PERSPECTIVE Look down on objects to make a plan view map.</p> <p>MAP KNOWLEDGE Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>STYLE OF MAP Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas</p>	<p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>SCALE/DISTANCE Begin to match boundaries (E.g. find same boundary of a country on different scale maps)</p> <p>PERSPECTIVE Begin to draw a sketch map from a high viewpoint.</p> <p>MAP KNOWLEDGE Begin to identify points on maps A, B and C</p> <p>STYLE OF MAP Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.</p>	<p>large scale map.</p> <p>SCALE/DISTANCE Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p>PERSPECTIVE Draw a sketch map from a high viewpoint.</p> <p>MAP KNOWLEDGE Begin to identify significant places and environments</p> <p>STYLE OF MAP Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p>	<p>Select a map for a specific purpose Begin to use atlases to find out about other features of places.</p> <p>SCALE/DISTANCE Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p>PERSPECTIVE Draw a plan view map with some accuracy.</p> <p>MAP KNOWLEDGE Identify significant places and environments</p> <p>STYLE OF MAP Use index and contents page within atlases. Use medium scale land ranger. OS maps.</p>	<p>Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>SCALE/DISTANCE Use a scale to measure distances. Draw/use maps and plans at a range of scales.</p> <p>PERSPECTIVE Draw a plan view map accurately.</p> <p>MAP KNOWLEDGE Confidently identify significant places and environments</p> <p>STYLE OF MAP Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</p>
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