



## INTENT

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

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 on a two week rolling programme by a Specialist Teacher across the Federation. Topic 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' 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.

### Reception

#### PAST AND PRESENT

Talk about the lives of the people around them and their roles in society.

#### PEOPLE, CULTURE AND COMMUNITIES

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, nonfiction texts and (when appropriate) maps.

#### THE NATURAL WORLD

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

### Year 1

#### ENQUIRY

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.

#### DIRECTION/ LOCATION

Follow directions (Up, down, left/right, forwards/backwards)

#### DRAWING MAPS

Draw picture maps of imaginary places and from stories.

#### REPRESENTATION

Use own symbols on imaginary map.

#### USING MAPS

Use a simple picture map to move around the school; Recognise that it is about a place.

#### SCALE/ DISTANCE

Use relative vocabulary (e.g. bigger/smaller, like/dislike)

#### PERSPECTIVE

Draw around objects to make a plan.

#### MAP KNOWLEDGE

Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.

#### STYLE OF MAP

Picture maps and globes

### Year 2

#### ENQUIRY

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 place

#### DIRECTION/ LOCATION

Follow directions (as yr 1 and inc'. NSEW)

#### DRAWING MAPS

Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)

#### REPRESENTATION

Begin to understand the need for a key.

Use class agreed symbols to make a simple key.

#### USING MAPS

Follow a route on a map. Use a plan view.

Use an infant atlas to locate places.

#### SCALE/ DISTANCE

Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)

#### PERSPECTIVE

Look down on objects to make a plan view map.

#### MAP KNOWLEDGE

Locate and name on UK map major features e.g. London, River Thames, home location, seas.

#### STYLE OF MAP

Find land/sea on globe. Use teacher drawn base maps.

Use large scale OS maps. Use an infant atlas

### Year 3

#### ENQUIRY

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.

#### DIRECTION/ LOCATION

Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.

#### DRAWING MAPS

Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.

#### REPRESENTATION

Know why a key is needed. Use standard symbols.

#### USING MAPS

Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)

#### SCALE/ DISTANCE

Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)

#### PERSPECTIVE

Begin to draw a sketch map from a high view point.

#### MAP KNOWLEDGE

Begin to identify points on maps A,B and C

#### 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.

### Year 4

#### ENQUIRY

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/pictures/ maps

DIRECTION/ LOCATION  
Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.

#### DRAWING MAPS

Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.

#### REPRESENTATION

Know why a key is needed. Begin to recognise symbols on an OS map.

#### USING MAPS

Locate places on large scale maps, (e.g. Find UK or India on globe)

Follow a route on a large scale map.

#### SCALE/ DISTANCE

Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)

#### PERSPECTIVE

Draw a sketch map from a high view point.

#### MAP KNOWLEDGE

Begin to identify significant places and environments

#### STYLE OF MAP

Use large and medium scale OS maps.

Use junior atlases.

Use map sites on internet. Identify features on aerial/oblique photographs

### Year 5

#### ENQUIRY

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 larger scale; contrasting and distant places. Collect and record evidence unaided

Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life

#### DIRECTION/ LOCATION

Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.

#### DRAWING MAPS

Begin to draw a variety of thematic maps based on their own data.

#### REPRESENTATION

Draw a sketch map using symbols and a key; Use/recognise OS map symbols.

#### USING MAPS

Compare maps with aerial photographs.

Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)

Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)

#### SCALE/ DISTANCE

Measure straight line distance on a plan.

Find/recognise places on maps of different scales. (E.g. river Nile.)

#### PERSPECTIVE

Draw a plan view map with some accuracy.

#### MAP KNOWLEDGE

Identify significant places and environments

#### STYLE OF MAP

Use index and contents page within atlases.

Use medium scale land ranger OS maps.

### Year 6

#### ENQUIRY

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

#### DIRECTION/ LOCATION

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.

#### DRAWING MAPS

Draw a variety of thematic maps based on their own data.

Begin to draw plans of increasing complexity

#### REPRESENTATION

Use/recognise OS map symbols;

Use atlas symbols.

#### USING MAPS

Follow a short route on an OS map. Describe features shown on OS map.

Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)

#### SCALE/DISTANCE

Use a scale to measure distances.

Draw/use maps and plans at a range of scales.

#### PERSPECTIVE

Draw a plan view map accurately.

#### MAP KNOWLEDGE

Confidently identify significant places and environments

#### STYLE OF MAP

Use OS maps. Confidently use an atlas.

Recognise world map as a flattened globe.