

SUBJECT: Geography

Intent - We aim to...

Our geography curriculum and teaching will create global citizens, who can think creatively and critically. They will be prepared for the problems that are arising due to climate change and will understand how they can have influenced over the future of the planet. They will learn about the world and its complexities, the way different cultures live and survive and how their own lives compare to others around the world. They will develop tolerance and understanding about the world around them - the people, the places, the processes. Pupils will work both inside and outside the classroom so they can develop their field work skills through real experiences that will deepen their understanding of their local environment and beyond. Our curriculum equips our pupils with the skills to understand the geography of the world and progress through primary school with a secure foundation of knowledge that will support them to progress to the next stage of their school journey.

Implementation - How do we achieve our aims?

We have identified key end points as outlined below.

EYFS...

Understanding the World - by the end of the EYFS children will

<p>Statutory EIG: People, Culture and Communities Children of the expected level of development will: religious and cultural communities in this country, drawing on country and life in other countries, drawing on knowledge from - Describe their immediate environment using knowledge from - Know some similarities and differences between different - Explain some similarities and differences between life in this observation, discussion, stories, non-fiction texts and maps; their experiences and what has been read in class; stories, non-fiction texts and - when appropriate -</p>	<p>Statutory EIG: The Natural World Children of the expected level of development will: world around them and contrasting environments, drawing on natural world around them, including the seasons and changing - Explore the natural world around them, making observations - Know some similarities and differences between the natural - Understand some important processes and changes in the their experiences and what has been read in class; and drawing pictures of animals and plants; states of matter.</p>
---	---

KS1...

<p>Understanding of both familiar and different places and people (Sea population, settlement, migration, diversity) To be able to describe the local area (including the school and its features) To be able to identify key human features of an area, such as: city, town, village, factory, farm, house, office, port, harbour and shop To recall different types of settlements: town, city and village To be able to compare one small area of the UK with another area on a different continent (appropriate to context) To understand and be able to describe how people in different areas might live their lives in different ways To know the number of people who live in a place is called population</p>	<p>Skills of navigation using atlases and maps and recall place knowledge To be able to name and locate countries and capital cities To understand that countries are grouped continents To be able to locate the UK and area studied on a map, globe and atlas To be able to recall the 7 continents: Africa, Antartica, Asia, Australia and Oceania, North and South America and Europe To be able to use locational and directional language, e.g. near, far, left, right To be able to recall the 5 oceans: Atlantic Ocean, Pacific Ocean, and Indian Ocean, the Southern Ocean and Arctic Ocean To be able to locate the Northern and Southern Hemisphere. To be able to name and locate other major cities in the UK and local counties To be able to recall the 4 point compass To be able to use an index in an atlas</p>
<p>Understanding of formation of Earth's physical features and common processes (e.g. weather, tectonic, activity, water cycle) To be able to describe different types of weather To know the four seasons and their typical features in the UK To identify common land and sea features such as mountains, hills, seas, rivers, ponds, canals, islands, beaches, cliffs, coasts, forests, ocean, rivers, soil, valleys, vegetation</p>	<p>Understanding of how the earth has been affected by humans and a resolve to alter their behaviour (i.e. climate change and sustainability) To understand how everyday actions can help reduce waste and save energy, such as: re-using or recycling materials, using public transport and/or walking, saving electricity by switching off lights etc, reducing use of single-use plastic, e.g. by carrying a refillable water bottle and shopping bag, reducing food waste. To understand the role all humans have to play in taking climate action To actively participate in the above in line with the school's policy To know that climate change is a change in global climate patterns</p>
<p>Powers of interpretation and expression - written, oral and geographical (i.e. maps, data, fieldwork) To be able to write clearly and accurately, using grammatical features appropriate to the year group (see English NC for guidance) To be able to orally express ideas and observations clearly. To be able to use geographical terminology from the relevant topic. To be able to compare and contrast between two areas and sets of data</p>	

KS2...

<p>Understanding of both familiar and different places and people (Sea population, settlement, migration, diversity) To be able to compare a larger region of the UK with another area on a different continent (appropriate to context) To understand not every country has the same amount of wealth, food, water and natural resources - and the effects of this. To be able to recall the location of some globally significant place (linked to other subjects studied, pupil/teacher's background /inter texts) and New 7 Wonders of the world To understand the process of people moving from one country to another is called migration and recall possible reasons for doing this. To know natural resources include minerals, oil and gas To recall common valuable minerals such as: iron, copper, aluminium and salt. To explain how countries can make money by trading and recall some trade links To know when countries sell goods to others, it is called exporting To know when countries buy goods from other countries, it is called importing</p>	<p>Skills of navigation using atlases and maps and recall place knowledge To be able to locate the equator, tropic lines, poles on a map To know that countries are separated by borders To be able to recall their 'mental map' to recall the location of countries pupils have studied To be able to interpret a key To be able to recall the 8 compass points To be able to use the 8 compass points to describe direction and location To create a simple map using symbols and for a key To be able to interpret 4 figure grid references To be able to use mapping technologies such as google maps or GIS system To be able to navigate a simple route using OS map To understand scale factor To know some frequently used map symbols To be able to interpret 4 figure grid references To be able to read and calculate distances from a scale</p>
<p>Understanding of formation of Earth's physical features and common processes (e.g. weather, tectonic, activity, water cycle) To understand climate is the usual condition of weather, rainfall, humidity and wind in a place To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra Polar - extremely cold and dry, include North and South Poles. Temperate - Cold winters and mild summers, includes most of Europe and North America. Might have forests or grasslands Arid - hot dry all year, includes deserts of Africa and Asia Tropical - hot and wet, includes jungles of South America and Pacific Islands Mediterranean - mild winters and hot dry summers in the areas surrounding the Mediterranean Sea Tundra - very cold all year round, includes tops of mountains in the very northern parts of North America and Asia. To be able to explain how the climate has affected the landscape in each example To know a biome is a group of animals and plants which have similar characteristics to each other because of the climate they live in. To be able to explain some of the common characteristics from the biome in a particular climate area To know a vegetation zone is an area which has a certain kind of soil, plants and weather patterns. To be able to locate some large vegetation zones on an atlas and describe some of their features. To be able to explain the water cycle: evaporation - condensation - precipitation - return to sea To understand the structure of the earth To know that tectonic plates sit on top of a layer of molten lava and its how these plates interact which cause volcanoes and earthquakes To explain how volcanoes are formed and what causes them to erupt To explain what some of the effects of a volcanic eruption would be and look at these in specific context/example. To explain what causes earthquakes To explain what some of the effects of an earthquake would be and look at these in specific context/example</p>	<p>Understanding of how the earth has been affected by humans and a resolve to alter their behaviour (i.e. climate change and sustainability) To understand that the widely-accepted theory is that climate change has been caused by humans (and is too extreme to be part of the earth's natural warming and cooling cycle) To know that some of the effects are: a rise in the level of carbon dioxide in the atmosphere, a rise in global temperatures, melting ice caps and a rise in sea levels. To know that deforestation is the action of systematically clearing a wide area of trees and that the consequences are a loss of animals habitats, a reduction in oxygen levels (which humans need to breathe) To understand that food miles are the distance a product has travelled from where it is grown or produced to where it will be eaten To understand the difference between renewable and non renewable energy sources To be able to list some examples of both, such as solar power, hydroelectric power, wind power (renewable) and coal, oil, gas (non-renewable)</p>
<p>Powers of interpretation and expression - written, oral and geographical (i.e. maps, data, fieldwork) To be able to present findings from fieldwork using clear and concise prose To be able to follow a structure for presenting fieldwork investigations and findings To be able to explain a process (e.g. the water cycle) clearly To be able to explain trends or patterns observed To know that stating facts and observations without giving an opinion is known as being objective To be able to take an objective stance</p>	

Impact - How will we know we have achieved our aims?

