

KNOWLEDGE



Talk about their own and other environments

Locations e.g., name & locate continents, countries, cities & oceans, and their characteristics UK & global regions, counties and cities, topography & land-use

Places e.g., similarities & differences between the UK & other countries, towns and regions

Human and Physical geography e.g., differences in climate, biomes, processes, settlements, land use, economies, and resource around the world

Geographical skills & fieldwork e.g., maps, atlases & globes, compass work, measuring and recording

GEOGRAPHY CURRICULUM INTENT



SKILLS



Recognise and describe landmarks and basic geographical features (both human and physical)

Use directions in all 8 points of a compass

Understand four and six-figure grid references

Recall & remember symbols and keys

Apply understanding of maps, atlases and globes to locate countries

Observe, measure, record and analyse during fieldwork

Create maps, plans and graphs

CULTURAL CAPITAL



Studying geography give us a knowledge of **our local environment** which in turn allows us to **understand the wider world around us**. Geography provides the children with **a sense of awe and wonder** as they learn about the contrasting human and physical features around the world. Geography can provide us with **insight into our society** as well as cultures with which we might be less familiar, thereby **increasing cross-cultural awareness** and understanding. Geography will **inspire curious pupils** with a fascination about the world and its people that will remain with them for the rest of their lives.

EXPERIENCES



Global & National Events:

Fairtrade Fortnight, Refugee Week,
Shoebbox Appeal

50 Things to do:

World landmarks, World Capitals,
Eco friendly, Treasure Hunt,

Trips:

Standlake Walk, River studies, Geocaching

CHARACTER



Roots that Strengthen: Knowledge gained through exploration and discovery of the immediate world around us

Branches that Reach: Understanding our place in the wider world through physical and human geographical enquiry and field skills

Fruit that Flourishes: Comparing and contrasting our locality and the country to the rest of the world and the impact physical and human actions can have.

IMPACT



We will remain **curious** about other countries and cultures whilst being **tolerant** of other differences. As we learn about other countries and their governments, we are **thankful** that we live in a democratic society. We will become more **ambitious** as we find ways to tackle global issues such as climate change by decreasing our use of plastic. We will become **compassionate** by making a positive impact on the wider world outside of Standlake.

Cycle A

RECEPTION	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Houses and Homes	Fabulous Festivals	Dinosaurs	Once upon a time	Marvellous Minibeasts	Think Big!
EYFS Development Matters Statements	Draw information from a simple map	Recognise some similarities and differences between life in this country and life in other countries			Recognise some environments that are different to the one in which they live	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Understand the effect of changing seasons on the natural world around them.
The Early Learning Goals.	<p>At the end of Reception, children with the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some of the 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 process and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- where appropriate - maps</p>					

Cycle B

RECEPTION	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	SUPERHEROES/SUPER ME	TIME FOR TOYS	TRANSPORT AND TRAVEL	HOW DOES YOUR GARDEN GROW?	5, 4, 3, 2, 1 BLAST OFF!	ON THE FARM
EYFS Development Matters Statements	Draw information from a simple map	Recognise some similarities and differences between life in this country and life in other countries			Recognise some environments that are different to the one in which they live	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Understand the effect of changing seasons on the natural world around them.
The Early Learning Goals.	<p>At the end of Reception, children with the expected level of development will:</p> <p>Know some of the 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 process and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- where appropriate - maps</p>					

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Paddington	Scientists and Inventors	Tin Forest	Grow, Grow, Grow	Through the Window	Under the Sea
National Curriculum objectives	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</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 Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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>Use basic geographical vocabulary to refer to: - key physical features, including: forest, mountain, hill</p>			<p>Name and locate the world's seven continents and five oceans</p> <p>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, sea, ocean, season and weather - key human features, including: port and harbour</p>
Progression of skills	<p>Follow directions. NSEW</p> <p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to spatially match places e.g. recognise UK on a small scale and larger scale map.</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas</p>		<p>Use own symbols on imaginary map</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Look down on objects to make a plan view map</p>			<p>Draw picture maps of imaginary places and from stories.</p> <p>Use an infant atlas to locate places.</p>
<p>Ongoing Geographical Enquiry:</p> <p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos, and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features</p>						
<p>Maps to Use:</p> <p>Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps.</p> <p>Use an infant atlas</p>						

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	When I grow up	Explorers	Great Fire of London	The Little Gardener	Chocolate (Aztecs)	Wild and wonderful creatures
National Curriculum objectives	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 Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	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. Use basic geographical vocabulary to refer to: - key physical features, including: village, farm, house, shop, office		Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to: - Key physical features, including: soil, vegetation, season and weather Key human features, including: factory, farm, shop		
Progression of skills	Follow directions (Up, down, left/right, forwards/backwards) Draw picture maps of imaginary places and from stories. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Use own symbols on imaginary map Use a simple picture map to move around the school; Recognise that it is about a place. Begin to understand the need for a key. Use class agreed symbols to make a simple key Follow a route on a map.		Use relative vocabulary (e.g. bigger/smaller, like/dislike) Draw around objects to make a plan. Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)		
<p>Ongoing Geographical 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</p>						
<p>Maps to Use: Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas</p>						

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Groovy Greeks	The Fiery Earth	Frozen planet	Anglo Saxons	Egyptians	Local area study
National Curriculum objectives		Describe and understand key aspects of: physical geography, including: climate zones and volcanoes	Describe and understand key aspects of: physical geography, including: climate zones and human geography, including: types of settlement and land use, economic activity including trade links, Identify the position and importance of Arctic and Antarctic Circle,			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.
Progression of skills		Use standard symbols Use letter/no. co-ordinates to locate features on a map confidently Know why a key is needed. Begin to identify significant places and environments on maps	Know why a key is needed. Use standard symbols. Begin to recognise symbols on an OS map			Use 4 compass points to follow/give directions & begin to use 8 compass points; Try to make a simple scale drawing. Begin to draw a sketch map from a high view point. Begin to identify points on maps A,B and C Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Draw a sketch map from a high view point. Follow a route on a large scale map
<p>Ongoing Geographical Enquiry: Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Collect and record evidence, analyse evidence and draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations Ask and respond to geographical questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p>						
<p>Maps to Use Use large and medium scale OS maps. Begin to use map sites on internet Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p>						

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Planet earth	Flintstones	Romans	Europe	Baghdad	Rainforest
National Curriculum objectives	Describe and understand key aspects of: physical geography, including: earthquakes and the water cycle Identify the position and significance the equator, Northern Hemisphere and Southern Hemisphere			Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.		Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Progression of skills	Locate places on large scale maps, (e.g. Find UK or India on globe) Begin to identify significant places and environments on maps			Locate places on large scale maps, (e.g. Find UK or India on globe) Begin to match boundaries (E.g. find same boundary of a county on different scale maps.		Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Use 4 compass points well: - Begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently.
<p>Ongoing Geographical Enquiry: Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Collect and record evidence, analyse evidence and draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations Ask and respond to geographical questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p>						
<p>Maps to Use Use large and medium scale OS maps. Begin to use map sites on internet Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p>						

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Crime and Punishment	Blood, Bones and Body	Saxons and Vikings	Shang Dynasty	Natural Resources	Think Global. Act Local.
National Curriculum objectives	locate the world's countries, using maps to focus on Europe (including the location of Russia) identify the position and importance of Prime/Greenwich Meridian and time zones (including day and night) and Tropics of Cancer and Capricorn		Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links		Describe and understand key aspects of: human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America
Progression of skills	Year 5: Find/recognise places on maps of different scales. (E.g. river Nile.) Identify significant places and environments Year 6: Locate places on a world map. Confidently identify significant places and environments		Year 5: Identify significant places and environments on maps Find/recognise places on maps of different scales. (E.g. river Nile.) Compare maps with aerial photographs Measure straight line distance on a plan Year 6: Locate places on a world map. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Confidently identify significant places and environments		Year 5: Use/recognise OS map symbols. 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) Year 6: Use/recognise OS map symbols; Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Locate places on a world map.	Year 5: Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Draw a plan view map with some accuracy. Year 6: Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity; Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map.
<p>Geographical Enquiry: Suggest questions for investigating Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Use primary and secondary sources of evidence in their investigations. 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>Maps to Use: Use index and contents page within atlases. Use medium scale land ranger OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</p>						

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Adventures in Space	World War II	Is Britain Still Great?	River Low, Mountain High	Amazing Mayans	Lands End to John O’Groats
National Curriculum objectives				describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains identify the position and significance of latitude, longitude		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
Progression of skills				Year 5: Begin to use 4 figure coordinates to locate features on a map. Use/recognise OS map symbols. 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) Year 6: Use/recognise OS map symbols; Use atlas symbols. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use 4 figure co-ordinates confidently to locate features on a map.		Year 5: Use 8 compass points; Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Measure straight line distance on a plan. Draw a plan view map with some accuracy. Year 6: Use 8 compass points confidently and accurately; Draw a variety of thematic maps based on their own data. Follow a short route on an OS map. Describe features shown on OS map. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately.
<p>Geographical Enquiry: Suggest questions for investigating Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Use primary and secondary sources of evidence in their investigations. 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>Maps to Use: Use index and contents page within atlases. Use medium scale land ranger OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</p>						

