

## Geography

### Essential characteristics of Geographers:

#### We want our children to develop:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

**Our main objectives (our essentials for progress) are:**

- To investigate places
- To investigate patterns
- To communicate Geographically

**The children will have these opportunities (curriculum content):**

| <b>Key Stage 1 (Years 1 and 2)</b>  | <b>Key Stage 2 (Years 3,4,5,6)</b>  |
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| <ul style="list-style-type: none"> <li>• Investigate the world's continents and oceans.</li> <li>• Investigate the countries and capitals of the United Kingdom.</li> <li>• Compare and contrast a small area of the United Kingdom with that of a non-European country.</li> <li>• Explore weather and climate in the United Kingdom and around the world.</li> <li>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li> <li>• Use world maps, atlases and globes.</li> <li>• Use simple compass directions.</li> <li>• Use aerial photographs.</li> <li>• Use fieldwork and observational skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</li> <li>• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</li> <li>• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</li> <li>• Locate the geographic zones of the world.</li> <li>• Understand the significance of the geographic zones of the world.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</li> <li>• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</li> <li>• Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"><li>• human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</li><li>• Use a wide range of geographical sources in order to investigate places and patterns.</li><li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li></ul> |
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The vertical accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

### Curriculum progression chart: Geography

| Essentials for Progress      | Milestone 1 (Years 1 and 2)   | Milestone 2 (Years 3 and 4)   | Milestone 3 (Years 4 and 5)  |
|------------------------------|---|---|--|
| <b>To investigate places</b> | Ask and answer <b>geographical questions</b> (such as: What is this place like? What or who will I see in this place? What do people do in this place?).          | Ask and answer <b>geographical questions</b> about the physical and human characteristics of a location.  | Collect and analyse statistics and other information in order to draw clear conclusions about locations.   |
|                              | Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.   | Explain own views about locations, giving reasons.  | Identify and describe how the physical features affect the human activity within a location.   |
|                              | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.                     | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.   | Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.   |
|                              | Use simple <b>fieldwork</b> and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. | Use <b>fieldwork</b> to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | Use different types of <b>fieldwork</b> sampling (random and systematic) to observe, measure and record the human and physical features in the local area.   |
|                              | Use <b>aerial images</b> and plan perspectives to recognise landmarks and basic physical features.  | Use a <b>range of resources</b> to identify the key physical and human features of a location.  | Record the results in a range of ways. Analyse and give views on the effectiveness of <b>different geographical representations of a location</b> (such as aerial images compared with maps and topological maps - as in London's Tube map). |

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|                                      | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.            | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.<br><br>Name and locate the countries of Europe and identify their main physical and human characteristics. | Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.<br><br>Name and locate the countries of North and South America and identify their main physical and human characteristics. |
| <b>To investigate patterns</b>       | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.          | Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  | Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).   |
|                                      | 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.                 | Describe geographical similarities and differences between countries.   | Understand some of the reasons for geographical similarities and differences between countries.  |
|                                      | Identify land use around the school.   | Describe how the locality of the school has changed over time.  | Describe how locations around the world are changing and explain some of the reasons for change.   |
|                                      |  |   | Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.   |
| <b>To communicate geographically</b> | <b>Use basic geographical vocabulary to refer to:</b><br><br><b>key physical features</b> , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. | <b>Describe key aspects of:</b><br><br><b>physical geography</b> , including: rivers, mountains, volcanoes and earthquakes and the water cycle.   | <b>Describe and understand key aspects of:</b><br><br><b>physical geography</b> , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.   |
|                                      | <b>key human features</b> , including: city, town, village, factory, farm, house, office and shop.   | <b>human geography</b> , including: settlements and land use.   | <b>human geography</b> , including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.  |

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|  | Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. | Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. |
|  | Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).  |   | Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).  |

### **Impact**

### **Assessment**

Through the explicit teaching of the Geography skills, both the teachers and the pupils assess their learning continuously throughout the lesson. At the end of the unit, pupils reflect on their knowledge and understanding. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

### **Pupil Voice**

To follow.