

GEOGRAPHY

SUBJECT OVERVIEW AND PURPOSE

WHY IS GEOGRAPHY IMPORTANT?

Geography inspires curiosity and fascination about the world in which we live, the naturally evolving landscape and the people and cultures within it.

Our curriculum aims to give children a deeper understanding of their own community and to build upon this to understand some globally significant locations.

We also want our children to be aware of how they can make a positive environmental difference to the world.

To ensure that children become confident within geography, we explore important skills which help them to confidently carry out purposeful fieldwork. The key knowledge and skills developed are transferable throughout the curriculum and so ensure that children are

able to use them in a wide range of settings. These become lifelong skills that shape confident geographers

and an empowered future generation for our planet.

HOW IS IT TAUGHT?

Our Geography curriculum builds upon the National Curriculum and is implemented using four discrete stands:

- 1 Location Knowledge.
- 2 Place Knowledge.
- 3 Human and Physical Geography.
- 4 Geographical Skills and Fieldwork.

We believe that a strong understanding of *place* is key to our Geography curriculum. This knowledge is built systematically from the 'Understanding the World' strands in Early Years and continues to build throughout Key Stages 1 and 2.

Once this is secure, at each stage of learning, our children deepen their geographical understanding by identifying patterns in human behaviour; be it local movement, the use of waterways or coastlines for settlements and other related environmental issues.

GEOGRAPHY AND BEYOND

Through Geography lessons, children will develop skills such as:

- Gathering and analysing information from different sources.
- Looking at different places around the world.
- Looking at how people from contrasting settlements live.
- Observing, recording, measuring, presenting and analysing data.
- Developing fieldwork and map skills.

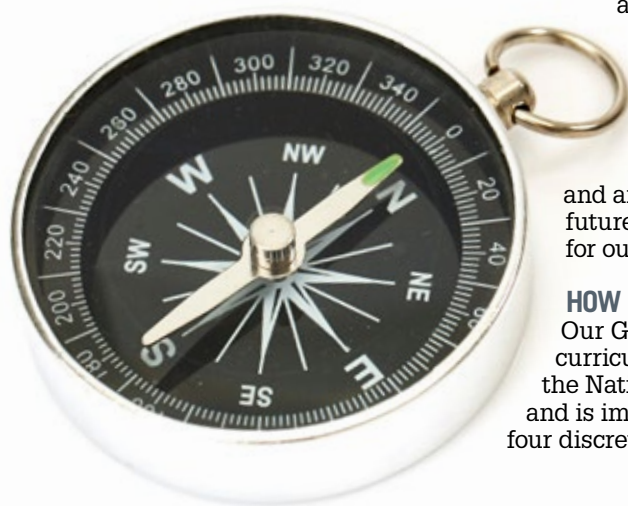
This range of skills prepares children for a wide range of possible careers:

- Mountaineer.
- Tour guide.
- Cartographer.
- Conservationist.
- Environmental consultant.
- Climate change analyst.
- Weather presenter.
- Surveyor.

Ultimately, our goal is to inspire pupils to develop a love of Geography. This is achieved by learning as Geographers to ensure that learning is brought to life.

"The earth
is what we
all have in
common."

Wendell Berry



EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
UNDERSTANDING THE WORLD PEOPLE AND COMMUNITIES ■ Communicating about similarities and differences between themselves and others. ■ Identify similarities and differences between the local area and contrasting environments. THE WORLD ■ Knows and understands the effect of changing seasons on the natural world around them. ■ To use positional language. CURIOSITY ■ To explore their immediate environment. ■ To ask questions about their environment.	LOCATION KNOWLEDGE					
	■ Name, locate and identify countries and cities in the UK.	■ Name and locate the world's seven continents and five oceans.	■ Name, locate and compare countries around the world. ■ Identify the position and significance of latitude and longitude.	■ Name, locate and compare countries around the world. ■ Identify the position and significance of the equator.	■ Name, locate and compare cities and countries around the world.	■ To use digital resources to compare places around the world. ■ Identify the significance of the hemispheres, time zones, tropics of Cancer and Capricorn.
	PLACE KNOWLEDGE					
	■ To compare geographical features of a small area in the Uk and a non-European country.	■ To compare geographical features of a small area in contrasting countries.	■ To compare human and physical features of places.	■ To compare human and physical features of places. ■ To identify positives and negatives of places people settle.	■ To compare places in different continents. ■ To discuss the relationship between human and physical geography.	■ To compare places in regions. ■ To evaluate the relationship between human and physical geography.
	ENVIRONMENTAL, HUMAN AND PHYSICAL GEOGRAPHY					
	■ To identify seasonal weather patterns in the UK. ■ To identify natural physical features. ■ To understand a human feature.	■ To compare seasonal weather patterns in different places. ■ To recognise physical features. ■ To identify human features of a settlement.	■ To describe the relationship between human and physical geography.	■ To know and understand the relationship between human and physical geography.	■ To describe the importance of the relationship between human and physical geography.	■ To discuss and evaluate the relationship between human and physical geography.
	GEOGRAPHICAL SKILLS AND FIELDWORK					
■ To recognise basic geographical features using fieldwork. ■ To correctly use directional language. ■ To create and use a simple map. ■ To become familiar and use basic symbols on a map.	■ To recognise geographical features using fieldwork. ■ To follow directions using the four compass points. ■ To use maps and aerial photographs.	■ To record geographical features using fieldwork. ■ To begin to use a compass. ■ To begin to use maps at more than one scale.	■ To record and analyse geographical features using fieldwork. ■ To use a compass. ■ To use and create maps.	■ To observe, record and analyse geographical features using fieldwork. ■ To use the eight points of a compass. ■ To confidently use and understand maps at more than one scale.	■ To confidently carry out fieldwork activities using the skills from previous year groups. ■ To present and analyse fieldwork. ■ To use grid references and a range of maps accurately. ■ To use digital resources.	