

- Geography is taught in line with the National Curriculum in blocked units 3 times a year and form the basis for our themes.
- Where possible, each theme starts with a focus day. This could be a trip, workshop or whole school activity day.
- Where possible lessons involve a practical element and are recorded using photographs as well as pupil work.
- A range of resources are used to teach lessons including PowerPoints, online videos, maps and globes.
- Pupils work in a range of different ways both individually and in groups, both inside and outside of the classroom.
- Parents are invited to share the pupils' work through curriculum afternoons and assemblies.
- Displays around the school showcase themes taught throughout the year and help pupils to remember what they have learnt and share learning across the classes.
- At the beginning of each theme pupils and parents are provided with suggested homework activities to enhance their child's learning.
- The Aspire curriculum is a progression of skills and therefore pupils are taught according to their ability and past experiences not necessarily their year group.

## Geography Overview 4 Year Cycle

	Key stage 1	Lower Key stage 2	Upper Key Stage 2
Cycle 1 Year 2019-20	The Local area	Our European neighbours	Extreme Earth (KS1 - Weather)
Cycle 2 Year 2020-21	The UK	The Rainforest	Water
Year 3 Year 2021-22	North and South America	Safari	Mountains
Year 4 Year 2022-23	Around the World	Artic and Antartic	Looking after our world

## Geography Progression of Skills

		Year 1/2	Year 3/4	Year 5/6
<b>National Curriculum</b>				
		<ul style="list-style-type: none"> <li>● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (countries in Europe)</li> <li>● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Countries in Europe)</li> <li>● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>● use fieldwork to observe, measure, record and present 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>	<ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (countries in Europe)</li> <li>● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>● use fieldwork to observe, measure, record and present 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>
<b>Geographical skills and Field work</b>				

	<p><u>Gather information</u>  Use basic observational skills  Carry out a small survey of the local area/school  Draw simple features  Ask and respond to basic geographical questions  Ask a familiar person prepared questions  Use a pro-forma to collect data e.g. tally survey</p> <p><u>Sketching</u>  Create plans and raw simple features in their familiar environment  Add labels onto a sketch map, map or photograph of features</p> <p><u>Audio/Visual</u>  Recognise a photo or a video as a record of what has been seen or heard  Use a camera in the field to help to record what is seen</p>	<p><u>Gather information</u>  Ask geographical questions  Use a simple database to present findings from fieldwork  Record findings from field trips  Use a database to present findings  Use appropriate terminology</p> <p><u>Sketching</u>  Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Audio/Visual</u>  Select views to photograph  Add titles and labels giving date and location information  Consider how photo's provide useful evidence use a camera independently  Locate position of a photo on a map</p>	<p><u>Gather information</u>  Select appropriate methods for data collection such as interviews,  Use a database to interrogate/amend information collected,  Use graphs to display data collected  Evaluate the quality of evidence collected and suggest improvements</p> <p><u>Sketching</u>  Evaluate their sketch against set criteria and improve it  Use sketches as evidence in an investigation. select field sketching from a variety of techniques  Annotate sketches to describe and explain geographical processes and patterns</p> <p><u>Audio/Visual</u>  Make a judgement about the best angle or viewpoint when taking an image or completing a sketch  Use photographic evidence in their investigations  Evaluate the usefulness of the images</p>
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## Map Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Using maps</u></p> <p>Use a simple picture map to move around the school</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p><u>Map knowledge</u></p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><u>Making maps</u></p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p><u>Using maps</u></p> <p>Follow a route on a map</p> <p>Use simple compass directions (North, South, East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Map knowledge</u></p> <p>Locate and name on a world map and globe the seven continents and five oceans. Study in more detail the continent of Europe.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><u>Making maps</u></p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p><u>Using maps</u></p> <p>Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS &amp; digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p><u>Map knowledge</u></p> <p>Locate the UK and Europe on a variety of different scale maps</p> <p>Name &amp; locate the counties and cities of the UK and other European countries</p> <p><u>Making maps</u></p> <p>Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance</p>	<p><u>Using maps</u></p> <p>Follow a route on a large scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Map knowledge</u></p> <p>Locate Europe on a large scale map or globe, Name and locate countries in Europe and their capitals cities</p> <p><u>Making maps</u></p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p><u>Using maps</u></p> <p>Compare maps with aerial photographs</p> <p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Map knowledge</u></p> <p>Locate the world's countries, focusing on countries in Europe.</p> <p>Begin to have an understanding of the significance of lines of longitude &amp; latitude</p> <p><u>Making maps</u></p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key,</p> <p>Use and recognise OS map symbols regularly</p>	<p><u>Using maps</u></p> <p>Follow a short route on a OS map</p> <p>Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p> <p><u>Map knowledge</u></p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages (focusing on Europe)</p> <p><u>Making maps</u></p> <p>Draw plans of increasing complexity</p> <p>Begin to use and recognise atlas symbols</p>

## Locational Knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

- locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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

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- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

## Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

## Human Physical geography

- 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
- 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, inc. city, town, village, factory, farm, house, office, port, harbour

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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