GEOGRAPHY AT SHIPLEY

# Friendship, Faith, Future

**SUBJECT: GEOGRAPHY**

# Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

# Aims

The national curriculum for geography aims to ensure that all pupils:

* develop contextual knowledge of key aspects og physical and human geography
* are competent in the geographical skills needed to:
* collect, analyse and communicate with a range of data gathered through of fieldwork that deepen their understanding of geographical processes
* interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
* communicate geographical information in a variety of ways, including through mapping, data, explaining, writing and questioning

**INTENT**

Geography is about developing an understanding of our world, through experience, investigation and learning from primary and secondary sources. It secures a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude to the environment, fostering a sense of responsibility for human activity. Children study their local area and contrasting places in the United Kingdom and other parts of the world.

**IMPLEMENTATION**

The Geography curriculum has been designed to ensure coverage and progression across the key stages. In planning geographical work teachers use their extensive knowledge of the pupils in their classes to facilitate learning. A geographical question led approach is encouraged.

Mixed age classes can present a challenge, particularly when the class structure has changed during the cycles. In addition to this, the geography curriculum

had to take into account missed areas of study from COVID. The two year cycle will be reviewed annually to ensure coverage.

Cross curricular links are exploited where possible and meaningful. The history is led by historical enquiry and incorporates opportunities for reading quality fiction and non-fiction texts

The teaching learning and sequencing of the curriculum follows:

A geography progression of skills that is organised into four main themes:

Locational knowledge

Place knowledge

Human and physical geography

Geographic and skills fieldwork

Each theme will be taught through learning journeys developing meaningful cross curricular links. Fieldwork is a fundamental part of this and we have access to a rich and varied environment locally

Disadvantaged and SEND pupils may have adapted or differentiated tasks. Scaffolds and support strategies include but are not limited to visual resources, specific the teaching of vocabulary and suitable ways of recording. Mixed ability group work is encouraged to support all pupils.

**EYFS**

# Understanding the World

**ELG: People, Culture and Communities**

*Children at the expected level of development will:*

* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

In the Early Years Foundation Stage, children start to focus on their immediate environment the classroom, to around the school, extending their field work to the local area, then beyond.

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| **Key Stage 1 National Curriculum Expectations** | |
| **Locational Knowledge**  Pupils should be taught to:   * 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.   **Place Knowledge**  Pupils should be taught to:   * 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.   **Human and Physical Geography**  Pupils should be taught to:   * 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, including: city, town, village, factory, farm, house, office, port,  harbour and shop. | **Geographical Skills and Fieldwork**  Pupils should be taught to:   * 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; * 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; * 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; * 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. |

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| **Key Stage 2 National Curriculum Expectations** | |
| **Locational Knowledge**  Pupils should be taught to:   * locate the world’s countries, using maps to focus on Europe (including the location of Russia) 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; * 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**  Pupils should be taught to:   * 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 and Physical Geography**  Pupils should be taught to:   * 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.  **Geographical Skills and Fieldwork**  Pupils should be taught to:   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; * 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; * 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. |

**Geography Curriculum – Cycle A 2023-24**

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|  | **Autumn** | **Spring** | **Summer** |
| **EY** | **Me/Myself/I**  **Superheroes** | **On the move**  Visit to Amberley Museum | **By the Seaside**  People, Culture & Communities |
| **KS1** | **Physical Geography**   * 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; * use key vocabulary to demonstrate knowledge and understanding in this strand: | **Wings & Wheels - Visit to Amberley Museum**   * Journeys & transport (based on class text) * Development of geographical vocabulary linked to this | **Shipley & beyond**: Local history study  **Visit to Knepp**  Comparison with non-European country (Australia)   * compare the UK with a contrasting country in the world; * compare a local city/town in the UK with a contrasting city/town in a different country; * Use key vocabulary to demonstrate knowledge and understanding in this strand: |
| **Y3/4** | **World War 1 – visit to Shoreham Fort**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; * human geography, including: types of settlement and land use; * use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; | **Wings & Wheels - Visit to Amberley Museum**   * use maps & digital/computer mapping to locate countries in class text * 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; | **Shipley & beyond**: Local history study  **Visit to Knepp**  Comparison with European country (France)   * name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; * use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom |
| **Y5/6** | **World War 1 - visit to Shoreham Fort**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features; * use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies | **Wings & Wheels - Visit to Amberley Museum**   * Biography & Amelia Earhart’s journey | **Shipley & beyond**: Local history study  **Visit to Knepp**  Comparison with European country (France)   * understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Europe * 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; |

**Geography Curriculum – Cycle B 2024-25**

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|  | **Autumn** | **Spring** | **Summer** |
| **KS1** | **Seasonal Changes**   * 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 | **London – Great Fire of London**   * use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | **Map Masters**   * use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; * use simple compass directions and locational and directional to describe the location of features and routes on a map; * devise a simple map; and use and construct basic symbols in a key; * use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; * use key vocabulary to demonstrate knowledge and understanding in this strand |
| **Y3/4** | **Ancient Romans** | **The Indus valley**   * physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; * locate the world’s countries, using maps, concentrating on environmental regions and key physical and human characteristics; | **Mountains and Rivers**   * differences through the study of human and physical geography of a region of the United Kingdom; * explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of Asia; |
| **Y5/6** | **Anglo Saxons & Vikings** | **South America study**   * use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; * understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; | **Earth Matters**   * name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; * physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; * use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, conservation, carbon footprint, |

**IMPACT**

The impact of our geography curriculum is that our pupils are equipped with the geographical skills and knowledge for life as an adult in the wider world and to enable them to be ready for the ks3. Pupils will be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities. Through their studies in geography, children will learn about the features, diversity, wonder and importance of our world and how it should be treated, setting them up to be responsible global citizens.

We measure the impact of our curriculum through the following methods:

* + Pupil discussions and pupil voice
  + SLT & subject leader monitoring
  + Governor monitoring
  + Book looks
  + Annual review of curriculum impact
  + Photo evidence of the pupils’ practical learning.