

Geography

Intent & Implementation

At Wingrave Church of England School, we believe that all children can be geographers. We aim to deliver a high-quality geography curriculum which should inspire a curiosity and fascination about the world around them and its people. The curriculum enables children to develop knowledge and progressive skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We aspire for all children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

We want children to enjoy and love learning about geography by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork outside of the classroom. The aim, ultimately for children to be inspired geographers and allow children to know more, remember more and understand more.

Geography is taught across the school on a two – year cycle. It is taught through the termly topic focusing on the knowledge and skills stated in the National Curriculum. Each topic will include elements to teach the children locational and place knowledge, aspects of human and physical geography as well as developing a range of geographical skills and fieldwork. The curriculum is designed to build on the children’s prior learning/ skills and to widen their knowledge of world from their immediate surroundings and locality to countries in Europe and other continents. Teachers will use cross curricular opportunities to teach and reinforce geographical knowledge and skills in a meaningful context and immerse children in a vocabulary rich environment.

At Wingrave Church of England Combined School we aim for children to achieve age related expectations in geography by the end of each academic year, retain knowledge that is pertinent to geography with a real life context, understand how geography ‘happens’ in their local area and have a good understanding of the world around them and how it has been shaped. This will be evidenced through the end of year assessment, children’s exercise books, writing books, classroom displays and pupil voice. We aim for all children to have enjoyed learning about geography, to equip them with necessary geographical skills and knowledge. But most of all, in this ever changing world, the study of geography will deepen their knowledge of the places and people across the world and encourage them to explore, ask questions and undertake new experiences both now and in the future.



Knowledge & Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Name the village/town that I live in</p> <p>Talk about places that I have visited</p> <p>Talk about changes in the environments.</p>	<p>Ask and answer geographical questions</p> <p>Explain where I live and tell someone my address</p> <p>Name the four countries in the United Kingdom and locate them on a map</p> <p>Name the capital cities of the four countries in the United Kingdom</p>	<p>Name and locate the worlds continents and oceans on a map</p> <p>Find where I live on a map of the United Kingdom</p> <p>Name the capital cities of England, Wales, Scotland and Ireland</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Understand how some aspects of the human and physical characteristics of United Kingdom have changed over time.</p>	<p>Explain own views about locations, giving reasons.</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including hills, mountains, key topographical features.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains and understand how these aspects have changed over time.</p>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics, countries and major cities.</p> <p>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.</p>
Place Knowledge	<p>Talk about the features of my immediate environment and how environments may differ from one another.</p>	<p>Understand the geographical similarities and differences through studying the human and physical features of an area in the United Kingdom and a contrasting non-European country.</p>	<p>Understand the geographical similarities and differences through studying the human and physical features of an area in the United Kingdom and a contrasting non-European country.</p>	<p>Identify and describe how the physical features affect the human activity within a location within the United Kingdom and a European country.</p>	<p>Identify and describe how the physical features affect the human activity within a location within the United Kingdom and a European country.</p>	<p>Identify and describe how the physical features affect the human activity within a location within the United Kingdom and a European country and a region within North or South America</p>	<p>Identify and describe how the physical features affect the human activity within a location within the United Kingdom and a European country and a region within North or South America</p>
Human and physical geography	<p>Talk about the weather in my immediate environment</p> <p>Name the four seasons and identify the characteristics of each season.</p>	<p>Identify seasonal and daily weather patterns in the UK</p> <p>Identify land use around the school</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify the features of a location to say</p>	<p>Describe how the locality of the school has changed over time</p> <p>Describe the key aspects of human geography, including settlements and land use.</p>	<p>Describe geographical similarities and differences between countries</p> <p>Describe key aspects of physical geography including river, mountains and the water cycle.</p>	<p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Analyse and give views of the</p>	<p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how countries and geographical regions</p>

“The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter.”

Matthew 13:31-32

	Dress appropriately for the weather		<p>whether it is a town, city, village, coastal or rural area.</p> <p>Use geographical vocabulary to describe the key physical features of a place using words like; beach, coast, forest, mountain, ocean, valley</p> <p>Use geographical vocabulary to describe the key human features of a place using words like: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>Begin to understand key aspects of human geography including trade economic activity, and the distribution of natural resources including food and energy.</p>	<p>effectiveness of different geographical representations of a location.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p>and interconnected and interdependent.</p> <p>Describe and understand key aspects of physical geography including; climate zones, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography including trade economic activity, and the distribution of natural resources including food and energy.</p>
Geographical skills and fieldwork	<p>I show an interest in maps and digital technology.</p> <p>I can use pictures to talk about different environments</p> <p>I can use simple directional language</p> <p>I can draw a simple map</p>	<p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use compass directions and locational language to describe the location of features and routes on a map.</p> <p>Use simple grid references.</p> <p>Use world maps, atlases and globes to identify the United</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>Use fieldwork 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.</p> <p>Use the four points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Create maps of locations, identifying patterns (such as land use, climate zones, population densities, height of land)</p>	<p>Use the eight point or 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.</p> <p>Analyse and give views of the effectiveness of different geographical representations of a location.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>

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			Kingdom and its countries as well as countries, continents and oceans studied.				Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
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