



# Geography

## Intent

At Chew Stoke Church School we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It develops contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop the children's curiosity and fascination of the world and its people that will remain with them for the rest of their lives.

The units offer a range of inclusive opportunities for investigating places around the world as well as physical and human processes are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

## Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills and experience geography first hand. Through revisiting and consolidating skills, lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Links to other subjects enable all pupils to express their knowledge through Art, writing and drama.

## Impact

Our Geography Curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Outcomes in topic books evidence a broad and balanced geography curriculum. In addition, we measure the impact of our curriculum through the following methods:

- Reflecting on standards achieved against the planned outcomes;
- Children retaining knowledge that is pertinent to Geography;
- Children's enjoyment of Geography lessons and keenness to find out more about our world;
- Evidence of work showing a range of topics covered, cross curriculum links and differentiated work;
- High standards in Geography that match standards in other subjects such as English and Maths;
- SLT are kept informed through feedback from moderations, subject reports and annual subject action plans

## Progression of skills within Geography

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S k i l l s	Geographical enquiry	Respond to teacher-led, simple closed questions (i.e. What is the weather like?) Investigate surroundings Make observations about where things are	Ask simple closed questions (i.e. Where is it? What is it like?) Make observations about why things happen Make simple comparisons between different places	Begin to ask/initiate own geographical questions Investigate the main features and themes of locations at one level (i.e. micro or macro) Make comparisons between places based on several sources of the same type Begin to collect and record evidence Make simple conclusions about locations based on evidence/sources	Offer own ideas to geographical questions Investigate features and themes of locations in-depth at one level (i.e. micro or macro) Make comparisons between places based on different types of sources (i.e. photos, drawings and maps) Collect and record evidence Draw conclusions about locations based on evidence/sources	Begin to suggest questions for investigating and justify Investigate features and themes of locations in-depth at both micro and macro levels Compare and contrast sources about locations and comment on which ones are useful, giving reasons Collect and record evidence in a variety of ways (i.e. writing, sketches, maps, graphs) Draw in-depth conclusions about locations based on evidence/sources	Suggest questions for investigating and methods to go about doing so Investigate features and themes of locations in-depth at both micro and macro levels; know which is the most useful for the enquiry being studied Analyse sources for patterns and anomalies and explain why they could be there Collect and record evidence in a variety of ways (i.e. writing, sketches, graphs) Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of conclusions Understand how different evidence will lead to different conclusions
	Geographical skills, using maps and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries Use aerial photographs to recognise landmarks and basic human and physical features	Use world maps, atlases and globes to identify the countries, continents and oceans studied With support, use simple compass directions (N, E, S, W) to describe the location of features and routes on a map Use aerial photographs to plan perspectives	Use maps, atlases and globes to locate countries Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world	Use maps and atlases to fully study the UK Use the 8 points of a compass to build 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use 4-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world	Choose and use the most appropriate type of map with precision to locate and evaluate the place being studied Use 6-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

	Constructing maps	Recognise that a map represents a place Draw picture maps Use own symbols Use relative vocabulary (i.e. bigger/smaller/near/far)	Add detail to a map from aerial photographs Understand the need for a key Have a spatial awareness on maps (i.e. 'A' is closer to 'B' than 'C' is)	Construct maps of areas of the world (i.e. parts of continents) with some spatial awareness of sizes and boundaries of some countries	Make a map of a short, familiar route, with clear spatial awareness and boundaries (i.e. edge of the park to the edge of the woodlands) Use some common standard symbols	Construct maps of small and large scale areas with accuracy in size, space, shape and location Use standard symbols Using sources or own data, begin to draw thematic maps Recognise and comment on a map's scale (i.e. how useful it is)	Measure straight line distance (i.e. on Google Maps) Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m)
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### Progression of Knowledge within Geography

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge	<b>Locational</b>	Name, locate and identify the 4 countries of the United Kingdom	Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	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 (i.e. forests, mountains, deserts), 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	Understand all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places 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)	Consolidate, fully understand and apply all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places Accurately comment on a location's environmental regions, key physical and human characteristics and major cities
	Place	Understand directions and where things are using simple prepositional language (i.e. up, down, left, right, above, below)	List and 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	Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting non-European country	Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region of the United Kingdom	Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region in North or South America Query minor differences	Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region in a European country

						between these	
Human and physical geography	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Begin to 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</p> <p>Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Apply 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</p> <p>Apply basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Describe and understand the possible negative impacts of humans on their local environment (how what they use impacts locality)</p>	<p>Describe and understand key aspects of physical geography, including: climate zones and biomes and vegetation belts</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use</p>	<p>Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle</p> <p>Describe and understand key aspects of human geography, including: economic activity and trade links</p> <p>Describe and understand the possible negative impacts of humans on their national environment (how what they use impacts the UK) and what can be done</p>	<p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes</p>	<p>Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water</p> <p>Describe and understand the possible negative impacts of humans on their international environment (how what they do impacts the world) and what can and morally should be done: is it sustainable?</p>	

## Geography - Class Curriculum Map

The majority of classes at Chew Stoke Church School are mixed age (will have a mix of 2 Year groups), as a result, the curriculum that has been developed runs over a two year cycle. This ensures that learning is never repeated and that knowledge builds on previous knowledge.

	Cycle	Autumn	Spring	Summer
Owl Class	A	Where do I live – Human Geography	Continents, Oceans, Climates, Weather – Physical Geography	We are Great Britain – Human/Physical Geography
	B	Local Area – Physical Features	Polar Regions, Hot and Cold Climates (Physical Geography)	Field to Fork (Human/Physical Geography)
Kingfisher Class	A		The World	Chew Valley Lake
	B	Bristol – Local Geography		Seasonal Changes
Woodpecker Class	A		Africa	The United Kingdom
	B		Changing Land Use	Extreme Planet - Volcanoes / Mountains
Fox Class	A		South America	The United Kingdom
	B	Comparing Two Locations (Human and Physical Geography)	World Climates	
Badger Class	A		Explosive Earth – Plate Tectonics and Volcanoes	
	B		Our Changing World – Coastlines (T3) and Climate (T4) Coastlines: Twinkl-Our Changing World Hamilton-The Water Cycle and Coasts Climate: Twinkl-Enough For Everyone Hamilton-Climature Zones and Biomes CAFOD and WWF planning	Tourism in Exmoor