

**Geography Policy 2022-23**

**This Geography Policy is to be read alongside our Curriculum Policy.**

**Vision**

At Urmston Primary School we place children at the heart of all we do, our values of *resilience, responsibility, respect, happiness, kindness and pride*, like our motto of *‘Growing Together. Empowered to Be More’*, leading us in the way we teach and the way we learn. We embed these values into the fabric of our school culture and enable our children to learn in an environment that is relevant, engaging, exciting and challenging and encourages them to reflect upon their learning.

We believe that Geography should occupy a valuable and distinctive place within the school curriculum. Geographical thinking includes relating the near and far, the physical and human, people and environments and the economic and social. It is important for children to understand, appreciate and respect difference in the world and its people, celebrating things we share in common. Our curriculum introduces learners to real world examples, giving opportunities to develop their own understanding of the world around them and providing them with the context of where we are in that world, what is happening around us and how we can impact our surroundings. Geography MATTERS! EVERYTHING we do is touched by Geography and our vision is for the children to understand how Geography is woven into the many things that we do and to know why it matters, both now and as it has done in past, shaping today’s society. This last point is key – Geography and History (and in some cases, Science) are almost inextricably linked, and our curriculum embraces this.

**Aims**

* To ensure coverage of all Geographical objectives set out in the Primary National Curriculum.
* To learn disciplinary knowledge through geographical concepts and substantive knowledge through our themes.
* To provide creative and inspiring topics that our children are engaged in and enthused about through giving learning context and meaning
* To ensure learning is fun
* To offer opportunities for learning to be child-led, giving children the licence to question the world and find out the answers
* To enable our children to understand how our values are important in today’s societies and cultures and how they might differ depending on belief systems and geographical location.
* To ensure our pupils are supported, challenged and nurtured in developing their geographical knowledge, skills and understanding.
* For the children to be aware of what they are learning about and have a clear understanding of how geography links to other areas of the curriculum, especially history and using and applying maths and literacy skills.
* To ensure memorable learning experiences that stick with our children, including a range of engaging fieldwork activities to support the development of enquiry skills
* To develop questioning, enquiry and analytical skills.
* To evoke intrigue and inquisitiveness in our children.
* To provide opportunities for children to empathise with others locally, nationally and globally from different time periods.
* To ensure staff are aware of pupils’ abilities and plan, assess and deliver lessons and programs appropriately with their new topics as they develop.
* To ensure a balance of knowledge and skills.
* **To enthuse children about the world they live in and to put their own existence on Earth into perspective**
* **To develop empathy, knowledge and understanding of the lives, especially of children, in other parts of the world.**

**Rationale – the building of knowledge and skill**

From Early Years through to Upper Key Stage 2, we have carefully planned our geography subjects, tailored to each year group. At UPS the children learn partly through a concept led Geography curriculum, allowing them to learn beyond solely the topic facts. Concepts allow our children to make connections between learning and in turn gain a deeper understanding, allowing them to make sense of the world around them.  These concepts sit alongside skills progressions (with many being explicitly linked) and are returned to throughout the year groups to ensure children have a clear understanding of them and can make links between their learning. The themes of our ‘Being More’ Curriculum, including our school values, run through all of our Geography topics at UPS. This ensures the children make key links in their learning between topics. Although this forms a big part of our Geography curriculum, it is important to note the core and additional knowledge statements in our topics have been taken from the Geography National Curriculum and built on from there.

Locational knowledge is a priority in our Geography curriculum and all our History and Geography-based topics start with a map lesson. Children have UK and World maps stuck in their book that they continue to add to throughout the year. The children then frequently revisit these maps and vocabulary to ensure locational knowledge is always embedded in learning. These maps are built on each year, so children and teachers can make reference to prior learning from previous year groups.

In the Early Years Foundation Stage Geography is about people, places and the world around us. Our curriculum goal for children in the Early Years Foundation Stage is for children to develop into ‘Exceptional Explorers.’Children learn about their immediate locality and learn about places around our school and grounds. They learn about familiar features such as houses, farms and shops, building in their everyday experiences. They will encounter distant places through topics and stories. The children observe and discuss the weather regularly during EYFS, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold. The children also learn about the different jobs which people do in our community.

As they move into Key Stage 1, the children continue to investigate their local area, contrasting it with other areas in the United Kingdom or abroad. Children also build on their learning of the wider world, using geographical skills, such as map work and fieldwork. Each new topic begins with a ‘knowledge harvest’ where the children are able to draw upon their prior knowledge, reflecting on how the new topic correlates to the previous topics that they have covered.

In Key Stage 2, once again the children build upon their knowledge and understanding at the start of every topic. Teachers ensure their children can see how their learning links and continue to help children to build upon previous skills and knowledge. The topics covered still make links to their own area and the wider world. Children continue build on their knowledge of the world by studying regions. Children study regions in the UK, Europe and South America. They look for similarities and differences between the regions, again making links to prior learning. Children learn how people affect the environment, and how they are affected by it. Pupils continue using their geographical enquiry skills, in and outside the classroom, once again continuing their development to become independent geographers.

The use of glossaries for each topic, which the children start when they’re in Year 2, help the children to build their vocabulary. It is a great way for teachers to assess how well the children have understood key concepts and language too.

The balance between knowledge and skills is made clear in our topics, with the six areas of ***geographical skills*** being based on year-on-year progressions developed by the Geography Lead, with input from not only the National Curriculum but also the Geographical Association and experts in the field. This ensures the children’s learning and expectations are sequenced effectively and they grow year on year. The six areas are:

* ***Locational Place knowledge***
* ***Fieldwork***
* ***Use of basic geographical vocabulary***
* ***Using globes, maps & plans.***
* ***Map work skills***
* ***Human and physical geography: enquiry skills and communication***

Regarding substantive knowledge, there are three degrees of outcome that we want our children to acquire in their lessons. These are split into the following areas:

**Core:** knowledge that ALL pupils will acquire and hold

**Additional:** knowledge that MOST pupils will acquire and hold

**Further:** knowledge that SOME children will acquire and hold (this may be teacher or child led – sometimes through homework projects)

The rationale for our teachers choosing ***geographical knowledge*** can often be done so through a historical lens and therefore linked to key dates, and key figures and their impact,as well our curricular themes of leadership, conflict, equality, religion, faith and belief, arts and culture, and of course, our school values.

However, as mentioned, weaving through the curriculum are the geographical concepts, which allow our children a deeper disciplinary understanding of how a geographer looks at the world - human and physical geography, how they have impacted on one another, especially considering ‘place’ and how the topography and landscape, including rivers, of course, influence human behaviours, such as trade and tourism...and vice versa.

***A more detailed rationale for our topics can be found in our Curriculum Policy appendices and at the fore of each topic overview.***

**Planning, resources and teaching and learning**

Teachers use the UPS ‘Being More’ Curriculum to inform their medium and shorter term plans and will consider the most effective ways of linking learning and giving it context and relevance for our pupils. The ‘Being More’ Curriculum covers a broad range of topics and historical figures in order to ensure that the children are exposed to a diverse historical curriculum, which provides a springboard to the development of geographical knowledge. Of course, alongside this, distinct geography topics are also embedded into the curriculum to focus on core geography knowledge and skills.

Each topic overview is structured through the following, and teachers use this to plan more succinctly:

* a clear topic rationale (explaining what is taught and why);
* year group skills progressions and learning statements for Geography;
* Core and Additional substantive knowledge
* key conceptual Tier 2 and 3 vocabulary;
* *possible* ‘enrichment’ activities;
* *possible* ‘critical’ and ‘higher order ‘questioning to develop geographical enquiry
* Urmston Primary’s core values (emphasising its vision of developing active young citizens of the local, national and global community, and making use of its historical and geographical context)

The balance of knowledge and skills is key to the Geography Curriculum at Urmston Primary and how this weaves into other subjects. Topics are planned carefully to ensure that children’s cultural capital is developed by the acquirement of both disciplinary (conceptual) and substantive (factual) knowledge that sticks with the children through engagement and excitement for the topics and use and application of the subject matter. Knowledge will be acquired not only to accumulate facts but to engage, excite and enhance enquiring minds and it is important to note that *the specific knowledge acquired is not always the most important thing – the thirst for knowledge is*. Acknowledging the need for breadth is important here, but so is setting out some key, concise expectations for children’s acquirement of knowledge and this knowledge ‘sticking’ with them. Topic-based homework projects support this endeavour to engage children in their knowledge acquirement and growing their brains!

Encouraging a positive mindset is a primary thread that runs through the whole of our curriculum and is supported by the EYFS Characteristics of Effective Learning and our school values. The Early Years team continuously promote their positive mantra of never giving up and have short weekly sessions highlighting the importance of perseverance, resilience and what to do in the face of challenge – this leads on to the thematic nature of the ‘Being More’ Curriculum, where resilience and leadership form a key part of the topics, particularly relating to both geography and history.

Our Teaching and Learning Policy makes clear the expectation that pupils of differing abilities are both supported and challenged. Teachers will use a range of age-appropriate models and activities to engage all learners and ensure progression year on year, with work set appropriate to the ability levels of the children. This is particularly the case for our SEND pupils as well as stretching those children who excel and are particularly able, gifted or talented in certain areas of the curriculum, or indeed outside it. Quality First Teaching is a style of teaching used that focuses on high quality and inclusive teaching for every child in the classroom which is outlined in the Graduated Approach.

**Recording**

Pupils’ learning will be recorded in a number of ways. Much of this may be by video or photographs (see Seesaw) in order to evidence learning but, more importantly, to offer opportunities for pupils to reflect on that learning. This will be alongside written work in books, on paper or card, and on display to celebrate learning. Children should engage in a mix of independent, group and pair work in order to be given the opportunity to share ideas and collaborate their work. Geography should be investigated through:

* Fieldwork
* Videos / DVD / CD-Roms etc.
* Drama, music, art, technology, creative writing and ICT.
* Oral history
* Maps, pictures, photographs, documents, artefacts, textbooks, newspapers and stories.
* Visits and workshops

**Assessment and monitoring impact and outcomes**

There are a number of different methods that we use to gauge how well our children are learning in Geography and, indeed, across the curriculum, and the impact of our practice. These depend on the monitoring method and may be at the end of a unit of work or at the end of a term. It will also depend on whether it is the teacher or the subject leader who is doing the monitoring...

***The teacher’s role:*** Teachers will assess Geography by looking at pupils’ learning in each year group and gauging a sense of achievement at each unit of work and then at the end of each term. This will be partly based on ongoing formative assessment in books and pupil discussion, but also through the following:

1. Firstly, *the first lesson of each topic* will involve harvesting prior knowledge and recapping what has been learnt in previous linked topics and subjects**.** Teachers provide the children with prompts and reminders of previous learning, linked to key concepts and learning as well as curriculum themes and school values where possible. Here, children will be encouraged to share these key themes and ideas that they have learnt prior to beginning this new topic. This will ensure that they can use their prior learning and build on it within a new context.
2. Secondly, pupils will complete their own topic-based glossaries, acquiring new knowledge and Tier 3 topic-specific vocabulary as they learn. By the end of the topic, they’ll have this new knowledge that they can take with them to the next topic and build upon, either later in the academic year, or in the following one.
3. Thirdly, teachers will use an assessment grid during and at the end of the unit to gauge children’s understanding of the substantive Geography National Curriculum objectives as well as the disciplinary knowledge and skills studied. Geographical concepts are used as a means to assess substantive knowledge, and vice versa to assess disciplinary knowledge. An example can be seen in Appendix 2.
4. Finally, teachers will input termly data into our online tracking system, *Insight*. Here, they will input the children’s substantive knowledge in one strand and their disciplinary knowledge/skills in another. Assessments will state whether children are *Developing* or *On track* in their substantive knowledge and disciplinary knowledge/skills of the topic studied in that term. *It should be pointed out that not every skill and piece of knowledge in our curriculum will be assessed specifically at the end of each term as this is unmanageable and not purposeful.*

***The subject leader’s role: Monitoring, Evaluation and Review: the bigger picture***

The Geography Lead will use a number of monitoring procedures to gauge how pupils are performing in their subject areas and may use this as an indicator of areas for development in that subject across the school. With the use of knowledge and skills progressions within the curriculum, embedded into year group topics where appropriate, they will be able to clearly see how pupils develop year on year and the expectations set by each year group. The most effective way for subject leaders to monitor the children’s acquirement of substantive and disciplinary knowledge is through pupil discussion with their books, and here, they not only get a sense of how well the knowledge has stuck with the children, but also, in more open-ended questions, gain a deeper understanding of how the children feel about the topics and subjects studied and their engagement levels.

The Geography Lead will monitor effectiveness and the impact of our teaching and learning through the following monitoring strategies and these should be considered alongside this policy:

* Pupil discussions in friendship groups;
* Learning walks;
* Pupil work reviews (books and Seesaw);
* Discussions with teachers;
* Teacher assessment in their assessment folders and set out in *Insight*.

*Our Curriculum Lead oversees the Subject Leaders’ practice and monitors this to ensure consistency and effectiveness, with ‘deep dives’ with the subject leaders taking place at various points in the school year.*

Along with an awareness of the topics and objectives covered in each year group (as set out in the UPS ‘Being More’ Curriculum), using the strategies above will enable the Geography lead to have a clear idea of pupil standards, how the children are enjoying and engaging in their subject area and what areas for development might be.

The Geography Lead has an action plan at the start of each academic year, including actions that are based on their knowledge of their subject and the subsequent needs of our school and our pupils. This may include additional resources for pupils of varying abilities or, indeed, highlight those pupils who may be ‘gifted’ or ‘talented’, who can then be provided for, and opportunities to hone these skills further can be looked into. They will again use all of this analysis as a platform for implementing improvement and enhancing our pupils’ experiences in that area of the curriculum.

**Beyond the curriculum**

Geography should be embedded in our wider school life and not just take place as lessons in the classroom. It is important that children have a deeper understanding of what has happens around the world and how lives differ to those that we experience ourselves in Urmston, Manchester and in the UK. To supplement our Geography curriculum, we will incorporate whole school events and awareness days/weeks - some relating to the curriculum and some not - to offer different learning experiences for our children. These will be planned for on a yearly or termly basis. Such events may include Earth Day, British Values Week, Diversity Week, Remembrance Day, Celebrating Black History Month, Children’s Mental Health Week, Diwali, Eid al-Fitr among others, and will naturally touch on geographical elements.

**Appendix 1**

Topic Covered with clear Geography links highlighted:

**EYFS**

(Both Nursery and Reception cover the same topics each term. The UPS Being More EYFS Curriculum clearly states how they will ensure skills and knowledge progression at an appropriate age level).

UW – Understanding the World

PSED – Physical, Social and Emotional Development

CL – Communication and Language

EAD – Expressive Art and Design

PD – Physical Development

L – Literacy

M - Mathematics

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** |
| Ourselves | UW (History and Science) PSED | L, M, CL, EAD, PD |
| Let’s Celebrate! | UW (History) | PSED, CL, L, M, PD, EAD |

**Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** |
| Poles Apart/Ice Age/Dinosaurs | UW (Geography and History) | L, M, CL, PD, EAD, PSED |
| Amazing Animals | UW (Science) | L, M, CL, PD, EAD, PSED |

**Spring**

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** |
| Into the Woods | UW (Science and Geography) | EAD, L, M, CL, PD, PSED |
| Let’s Set Sail | UW (Science and Geography) | UW (History), EAD, L, M, CL, PD, PSED |

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| We were young once too, you know! | History | Geography, Science, PSHE, Literacy, Art, Music, PE |  |
| Can we build it? Tamacadam can! | Science | History, Geography, Literacy, Art, Maths | John McAdam, Charles MacIntosh |

**Year Group: 1**

**Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| We are Explorers! | Geography | Science, History, Literacy | Amelia Earhart |

**Spring**

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| My body is amazing – and so are animals’! | Science | Art and Design, DT, Literacy, Maths |  |
| How can I look after my garden? (Plants) | Science | Geography |  |
| Why are we so proud of Lowry? | Geography | History, Art | Lowry |

**Year Group: 2**

**Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| The Stuarts: Choice and Responsibility for fires that happened…and those that didn’t! | History | Geography, Art, Music, Literacy | Robert Catesby, Guy Fawkes, Samuel Pepys |
| John Boyd Dunlop and his stretchy, bendy invention! (Uses of everyday materials) | Science | History, DT, Music, Maths | John Boyd Dunlop |

**Spring**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Malawi to Manchester: Understanding different places, respecting different lives | Geography | Art, Music, Literacy | UNICEF |
| Do plants need resilience too? | Science | Geography, Art, Music |  |

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Two Ps and the three Rs: Rose Parks and Emmeline Pankhurst | History | Geography, DT, Music, Literacy | Rosa Parks, Emmeline Pankhurst |
| Happy and Larry: A world of animals and the WWF | Science | Art, Music, Geography, Maths | WWF |

**YEAR GROUP: 3 Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Resilience and Respect: Who first lived in Britain? | History | Geography, Art, Literacy, Music |  |
| Respecting Nature’s Power: What makes the Earth angry sometimes? | Science, Geography | History, Literacy, Art, Music, Maths | Red Cross |
| Rest and be thankful: gratitude and respect in Ancient Egypt | History | Geography, Art, Literacy, Music | Ben Carter |

**Spring**

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Eratosthenes, light and the absence of light! | Science | Art, History, Maths | Eratosthenes |
| William Gilbert: the world is a magnet!? | Science | DT, Maths, Music | William Gilbert |

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Janaki Animal: Pioneering R and R for the environment (plants) | Science | Geography, Literacy, Maths, Art | Janaki Ammai |
| How does Dina Asher-Smith run so fast? | Science | Maths, PSHE, PE | Dina Asher-Smith |
| North West is Best | Geography | History, Art, DT, Literacy |  |
| Cote d’azur...C’est Magnifique! | Geography | French |  |

**YEAR GROUP: 4**

**Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Music: Ears, brains and da Vinci’s sound waves | Science | Maths, Music, Art | Leonardo Da Vinci |
| Roman Life: Leadership and the 3 Rs in the Empire! | History | Geography, Literacy, PE – Dance, Maths, Art, Music | Boudicca Caesar |
| Water: Nature’s Driving Force | Science | Geography, Art, Literacy, Music | Water Aid |

**Spring**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Mr Latimer…what would we do without you? | Science | Art, DT, Music | Lewis Latimer |
| Wangari Maathai: Planting, Peace and Park Life | Science | Geography, Maths, Art | Wangari Maathai |

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| What happens to the food we eat? | Science | Literacy |  |
| Early Law Makers: Equality and Power in the Shang Dynasty | History | Geography, Literacy, Art | Fu Hao |
| Manchester Pride | Geography | History, Art, Music, Literacy | Emmeline Pankhurst |
| Paris je t’aime | Geography | French |  |

**YEAR GROUP: 5 Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Invited Immigrants to Raiders and Traders: Anglo-Saxons and the Vikings | History | Geography, Literacy, Art, DT, Music | Alfred The Great, King Cnut, Edward the Confessor |
| Newton, an apple, and a world of forces! | Science | Literacy, Maths | Isaac Newton |
| Stephanie Kwolek: Changing states and Kevlar | Science | Literacy, Maths, DT | Stephanie Kwolek |

**Spring**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Respect and Ritualism: Ancient Mayans and their beliefs | History | Geography, Literacy, Music, Art, RE | Frieda Carlo |
| Copernicus, Galileo and the Solar System | Science | Maths, Art, Literacy | Copernicus, Galileo |

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Brazil and the Amazon: Respect, Responsibility, Rivers and Rainforests | Geography | History, Literacy, Art, Science, Music | David Attenborough, The Woodland Trust |
| Respecting the circle of life | Science | Art, PSHE/RSE |  |
| Monc Blanc et l’alpes | Geography | French |  |

**YEAR GROUP: 6 Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Urmston Pride | Geography | History, Literacy |  |
| Ibn Al-Haytham: the father of optics (light) | Science | Literacy, Art, DT | Ibn Al-Haytham |
| Power and leadership in WW2: Impact and Consequence…the good, the bad and the unjust | History | Geography, Music, Art, DT, Literacy | Winston Churchill, Neville Chamberlain, Hitler, Mussolini, Alan Turning, ‘Women Warriors of WW2,’ Women code-breakers? Indian Army? |
| Electricity’s Current War | Science | Music, Maths | Benjamin Franklin, Thomas Edison, Nicola Tesla, Michael Faraday |

**Spring**

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Wisdom and War in Ancient Greece | History | Geography, Art, Literacy, Music | Alexander The Great, Aristotle, Agnodice |
| Who on Earth is MRS GREN? (Variation and Classification) | Science | Literacy, Art | Carl Linnaeus |

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Marie M. Daly, the Circulatory System and Healthy Lifestyles | Science | PSHE, Maths | Marie M. Daly, Place2Be |
| Darwin, Evolution and Inheritance | Science | History, Music | Charles Darwin |
| Villages de France – the rural side of things | Geography | French |  |
| Y6 Production | Drama | Literacy, Music |  |

**Appendix 2: Assessment examples for KS1, LKS2 and UKS2**

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| Everything You Need To Know About The Anglo-Saxons | HistoryExtra  **Geography KS1** | | |
| **GEOGRAPHY** | | |
| **Geographical Concepts (The ‘Big Ideas’) – which concepts/knowledge and skills have I used in this topic and how well have I used them? Thinking just like a geographer!** | | |
|  | | **Ch. developing/not on track** |
| **Place** | What is in the places I have studied and what happens there?  How has the place changed and developed over time? When was the place better…and why do we think that? |  |
| **Space** | Can I explain where the places I have studied are on a map?  What is it like there? (weather, climate)  How the land is used?  How has the land-use changed over time? |  |
| **Scale** | Can I look at the places I have studied from a very small site…to local…to regional…to national and even to the whole world? |  |
| **Environment (physical and human processes)** | Can I talk about the topography (hills, mountains and rivers)?  Can I explain how physical (natural) processes have changed the place?  Can I explain how humans have changed the places?  Can I talk about how a place is a good place to live?  Can I begin to think about what might happen to a place in the future? |  |
| **Interconnections** | Can I talk about the significance of how the places I have studied interconnect with other places, their features, their events and their people?  Can I explain how important it is to be interdependent with other places? (Locally, regionally or globally – ecological, economical/trade, social).  Can I explain what might happen if these interconnections break down? |  |
| **Environmental impact & sustainability** | Can I talk about how humans can affect the environment?  Can I talk about how the environment, places and lives are cared for?  Can I talk about how important it is to be responsible in how we use the Earth’s resources?  Can I talk about how changing the natural environments can damage the Earth?  Can I consider ways to improve people’s futures…and the future of the Earth? |  |
| **Cultural awareness and diversity** | Can I explain what diversity is (local and global) and the differences of people’s lives?  Can I explain how people connect to and use the natural world where they live? |  |
| **UPS School values** | Can I discuss the different ways in which our school values are relevant to this topic studied? |  |
| **Skills** | | |
| **Locational knowledge and Place knowledge** | I can explain how aspects have changed over time.  I can locate world continents and oceans? |  |
| **Fieldwork** | I can use fieldwork to measure and record human and physical features in the local area using a range of methods, including sketch maps, graphs and photographs.  I can collect data and ask questions about it. |  |
| **Human and physical geography: enquiry skills and communication** | I know the location of some important places in the world and can describe them.  I can understand key aspects of physical geography (e.g. climate) |  |

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| Everything You Need To Know About The Anglo-Saxons | HistoryExtra  **Geography Lower KS2** | | |
| **GEOGRAPHY** | | |
| **Geographical Concepts (The ‘Big Ideas’) – which concepts/knowledge and skills have I used in this topic and how well have I used them? Thinking just like a geographer!** | | |
|  | | **Ch. developing/not on track** |
| **Place** | What is in the places I have studied and what happens there?  How has the place changed and developed over time? When was the place better…and why do we think that? |  |
| **Space** | Can I explain where the places I have studied are located (see my map!)?  What is it like there? (weather, climate, biome, etc)  Can I talk about how places and people were connected to the world and how they are connected now?  Can I talk about the physical and human characteristics? How has the land-use changed over time…and why? |  |
| **Scale** | Can I look at the places I have studied from a very small site…to local…to regional…to national…to continental and oceanic areas…and even to the whole world?  Can I see how looking at scale lets me see the relationships between places and the patterns and connections to the world?  Perhaps I can even make predictions if I know more about how scale impacts on a place? |  |
| **Environment (physical and human processes)** | Can I talk about the topography (hills, mountains and rivers), the geology and the atmosphere of the places I have studied?  Can I explain how physical (natural) processes have changed the place or impact on the world?  Can I explain how human processes have changed the place?  Can I talk about how the place uses its natural resources and why they use that space as a good place to settle?  Perhaps from this I can begin to think about what might happen to a place in the future? |  |
| **Interconnections** | Can I talk about the significance of how the places I have studied interconnect with other places, their features, their events and their people?  Can I explain how important it is to be interdependent with other places? (Locally, regionally or globally – ecological, economical/trade, social).  Can I explain what might happen if these interconnections break down? |  |
| **Environmental impact & sustainability** | Can I talk about the interactions between the natural and human environments and their effects on each other, particularly of how places change and the consequence of this?  Can I talk about how the environment, places and lives are cared for and who manages this?  Can I talk about how important it is to be responsible in how we use (exploit) the Earth’s resources?  Can I talk about how changing the natural and modified environments can damage the Earth and damage people’s lives?  Can I consider ways to improve people’s futures…and the future of the Earth? |  |
| **Cultural awareness and diversity** | Can I explain what diversity is (local and global) and the disparities and inequalities of people’s lives and communities?  Can I explain the connections to the natural world of these people and communities?  Can I explain the similarities and differences of the social and cultural interests of different peoples and the way they use environmental resources, adapt places, interact and value, change or conserve their local and national cultures, places and identities? |  |
| **UPS School values** | Can I discuss the different ways in which our school values are relevant to this topic studied? |  |
| **Skills** | | |
| **Locational knowledge and Place knowledge** | I can explain how aspects have changed over time.  I can locate world continents/countries with a focus on Europe, identifying key human and physical characteristics, countries and major cities. |  |
| **Fieldwork** | I use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.  I can collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes. |  |
| **Human and physical geography: enquiry skills and communication** | I know location of places of global significance, their defining physical & human characteristics and how they relate to one another  I can understand key aspects of: physical geography (e.g. climate zones, biomes and vegetation belt)  I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied. |  |

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| Everything You Need To Know About The Anglo-Saxons | HistoryExtra  **Geography UKS2** | | |
| **GEOGRAPHY** | | |
| **Geographical Concepts (The ‘Big Ideas’) – which concepts/knowledge and skills have I used in this topic and how well have I used them? Thinking just like a geographer!** | | |
|  | | **Ch. developing/not on track** |
| **Place** | What is in the places I have studied and what happens there?  How has the place changed and developed over time? When was the place better…and why do we think that? |  |
| **Space** | Can I explain where the places I have studied are located (see my map!)? What is it like there? (weather, climate, biome, etc)  Can I talk about how where they are impacts on how and why the place and its people used to be connected to the world and how they are connected now? (Including economic and trade links)  Can I talk about the physical and human characteristics - how the land is used and how it used to be used? How has the land-use changed over time…and why? |  |
| **Scale** | Can I look at the places I have studied from a very small site…to local…to regional…to national…to continental and oceanic areas…and even to the whole world?  Can I see how looking at scale lets me see the relationships between places and the patterns and connections to the world?  Perhaps I can even make predictions if I know more about how scale impacts on a place? |  |
| **Environment (physical and human processes)** | Can I talk about the topography (hills, mountains and rivers), the geology and the atmosphere of the places I have studied?  Can I explain how physical (natural) processes have changed the place or impact on the world?  Can I explain how human processes have changed the place?  Can I talk about how the place uses its natural resources and why they use that space as a good place to settle?  Perhaps from this I can begin to think about what might happen to a place in the future? |  |
| **Interconnections** | Can I talk about the significance of how the places I have studied interconnect with other places, their features, their events and their people?  Can I explain how important it is to be interdependent with other places? (Locally, regionally or globally – ecological, economical/trade, social).  Can I explain what might happen if these interconnections break down? |  |
| **Environmental impact & sustainability** | Can I talk about the interactions between the natural and human environments and their effects on each other, particularly of how places change and the consequence of this?  Can I talk about how the environment, places and lives are cared for and who manages this?  Can I talk about how important it is to be responsible in how we use (exploit) the Earth’s resources? Can I talk about how changing the natural and modified environments can damage the Earth and damage people’s lives?  Can I consider ways to improve people’s futures…and the future of the Earth? |  |
| **Cultural awareness and diversity** | Can I explain what diversity is (local and global) and the disparities and inequalities of people’s lives and communities?  Can I explain the connections to the natural world of these people and communities?  Can I explain the similarities and differences of the social and cultural interests of different peoples and the way they use environmental resources, adapt places, interact and value, change or conserve their local and national cultures, places and identities? |  |
| **UPS School values** | Can I discuss the different ways in which our school values are relevant to this topic studied? |  |
| **Skills** | | |
| **Locational knowledge and Place knowledge** | I can explain how aspects have changed over time.  I can locate world continents/countries with a focus on Europe, identifying key human and physical characteristics, countries and major cities.  I can locate key Anglo Saxon and Viking places on a map of the UK and Europe. |  |
| **Fieldwork** | I use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.  I can collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes. |  |
| **Human and physical geography: enquiry skills and communication** | I know location of places of global significance, their defining physical & human characteristics and how they relate to one another  I can understand key aspects of: physical geography (e.g. climate zones, biomes and vegetation belt)  I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied. |  |

**Policy written: September 2022**

**Policy written by: Rebecca Evans**

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