The Weald Federation: Geography

With God's Love, we grow and learn together.

Intent

In The Weald Federation, we will provide our children with the skills and knowledge they need to learn about the Earth's key physical and human processes. We want our children to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through quality first teaching, our curriculum will provide opportunities to develop children's skills as geographers as well as imbuing them with geographical facts, figures and information. We encourage children to make connections both within this subject and with the wider curriculum, allowing them to explore the complexity of our planet, people's lives and the diverse society we live in.

Implementation

The National Curriculum is the starting point for the teaching of all subjects in our school. Statutory requirements are carefully mapped across a two-year cycle, ensuring that skills and knowledge are taught in an order that makes sense. Our curriculum provides opportunities to make the most of the local environment within which our schools are situated, using the incredible outdoor spaces around our schools to bring learning to life. We have carefully thought about how geographical knowledge and skills can be sequenced to maximise cross-curricular learning opportunities whilst allowing children to build on their prior learning and experiences. This begins with the youngest children in our school who explore their immediate environment beginning to use geographical vocabulary and skills. As pupils progress into Key Stage 1 and Key Stage 2, they cover the statutory requirements of the National Curriculum and beyond, using a range of topics to apply their learning in different contexts.

This document outlines the progression of skills and knowledge we believe our pupils need in order to be successful in this subject. Guided by the National Curriculum, some geography topics require detailed exploration. However, we believe that geography is a thread which runs through all of our lives and as such, should be taught continuously. We also believe that pupils should have the opportunity to apply their skills independently and frequently. By constantly revisiting key concepts and skills, pupils can build on their prior learning to fully embed the geographical learning needed to become successful geographers. This may be in the form of a stand-alone lesson or part of a lesson, through collective worship or a class discussion or debate. Making connections, discussing similarities and differences, and applying skills and knowledge from previous learning is central to our pedagogical approach.

Our planet and the environment within which we live is a fundamental part of the learning within our schools with pupils in all year groups considering how to make our local and wider environment a better place. The pupils have guided this element of our curriculum, making it clear that learning about the environmental challenges we face is very important to them. With this in mind, the following areas are studied: Litter – looking after our school grounds and wider community; Recycle, Reduce, Reuse; reducing single use plastic / plastic pollution; melting ice caps / climate change; water pollution (rivers & coasts); flooding; and deforestation.

Pupils are immersed in our geography topics through quality literature, hands on experiences, field work and by making links with their own lives and previous learning. There are opportunities to investigate, research, discuss, and evaluate both verbally and in written form. Assessment is continuous to monitor progress and identify any support (or increased challenge) that might be required. We have high ambitions for every pupil, particularly SEND, disadvantaged and vulnerable pupils. Where needed, lessons are differentiated to ensure that children who need further support have appropriate resources and scaffolding, enabling them to successfully access the learning. Pupils that require further challenge will be encouraged to think more deeply, making connections with their own lives and provide more sophisticated responses to questions posed. Summative assessment is based on a progression of skills and knowledge as per the table on pg 4 of this document. Not all of learning takes place in books and our assessment of Geography reflects this with field skills, verbal conversations and non-written responses all feeding into overall teacher judgements in this subject.

Impact

The planning and teaching of our Geography curriculum ensures that when children leave our schools, they have the geographical knowledge and skills they need to transition successfully to the next stage of their education. They will understand how geography is relevant to everyday life and will be able to make connections between their lives and the world around them, as well as appreciate the physical complexities associated with our planet. Pupils will be confident in their own abilities and proud of their achievements. Christian values play an important role in all areas of learning at our school and enable children to think deeply and with compassion when considering the lessons we may learn from communities and cultures studied. Through this, and by building resilience and independence, our pupils will achieve highly and be ready to make valuable contributions to our community and wider society.

The Weald Federation: Geography Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	**Our Planet**	**Into Winter**	**China**	**Toy Stories**	**Kenya**	**On Safari**
	Where we live – UK, continents & the world + **Environment focus:** Recycle, Reduce, Reuse	**Weather / Seasonal Changes**	**China** Map work, how people live, compare with UK, key physical features	Seasonal Changes + Create a simple map with a key (cc: English / Toy Story &/or Pooh Corner / Ashdown Forest))	**Kenya** Map work, how people live, compare with UK, key physical features + study Maasai culture	**African savannahs** Map work, inc. compass directions + national parks & wildlife + Seasonal Changes
Yr 3 & 4	**Stone Age to Iron Age**	**Frozen**	**Robots**	**Extreme Earth**	**Ancient Egypt**	**Ancient Greece**
	How life on Earth has changed since the Stone Age – physical & human geographical features (cc: History)	**Polar Regions** **Environment focus:** Melting ice caps / climate change	**Mountains** Inc. comparing a mountainous region in Europe with one in the UK + map work (contour lines)	**Extreme Earth** Volcanoes, earthquakes & tsunamis	Map work, settlements, human & physical geographical features + using aerial images & technology	Map work, settlements,, human & physical geographical features
Yr 5 & 6	**Africa**	**Adventure**	**Courage**	**Travel Through Time**	**Coasts**	**Oceans**
	Africa Country focus – South Africa	Fieldwork – compare & contrast how places have changed over time using maps & photos	Map work, inc. interpreting changes in boundaries & borders	**North America** Wild West – Present Day	**Coastal Regions** **Environment focus:** Flooding	

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	**Into the Woods**	**Lighting up the Sky**	**Man on the Moon**	**India**	**Sea Explorers**	**Pirates Ahoy!**
	Our school & local area Inc. Using aerial images, technology to map our school & local area, reading & creating maps, keys & compass directions	Explore London - major landmarks / changes over time	Maps and digital imagery from space / Google Earth	**India** Map work, how people live, key physical features + compare village life in India & the UK (Chembakolli and Mark Cross)	**Environment focus:** Single use plastic / plastic pollution	**Seas & Coasts** Inc. map work - continents & oceans + treasure maps (creating maps, keys, compass directions etc)
Yr 3 & 4	**Invasion!**	**There be Dragons…**	**Fantastical Adventures**	**Chocolate!**	**Environmental Heroes**	**Rivers**
	Romans - Map work, settlements, how they used to live etc (cc: History). Focus on Roman legacy + similarities & differences	Vikings & Anglo-Saxons - Map work (where they came from / went), settlements, how they used to live etc (cc: History)	**Exploring the UK** Inc. reading & creating maps with keys, using compass directions etc + aerial images & technology	Map work - recap continents, oceans + seas, major countries & capital cities of the world	**Where we live** (cc: History – local area study + fieldwork techniques)	**Rivers** **Environment focus:** Water pollution (rivers & coasts)
Yr 5 & 6	**Rainforests**	**Potions!**	**To Infinity & Beyond**	**Journeys**	**Victorians**	**Inventions**
	Rainforests Country focus: Brazil **Environment focus:** Deforestation	Maps, grid references, 8 point grid references to describe location & places (cc: English – Harry Potter)	**Exploring the World**	Why do people leave their homes? *(cc: history – movement of people)*	**Exploring Europe** Cc History inc. focus on trade links & economic activity and how this has changed over time	

Bold headings = Geograpy s a focus this term. Where Geography is not a focus, optional learning / activities are suggested, these are not designed to be full units. They could also be set as home learning tasks.

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for Geography

The Weald Federation: Geography assessment points

		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE Geographical skills & fieldwork		• Can use maps & atlases to identify the UK and its countries • Can name the four compass directions • Can use the four compass directions to move around and describe where places are on a map • Can use world maps & atlases to identify the seven continents & five oceans of the world • Can create a simple map • Can use and construct basic symbols in a key • Can use aerial photographs & plan perspectives to recognise landmarks and basic human & physical features • Can use technology (e.g. digital cameras) to record basic human and physical features	• Can use maps and atlases to identify features and information about countries and geographical areas • Can use the eight points of a compass when describing location and direction of places on a map (inc. Ordnance Survey maps). • Can understand and explain what contour lines show on a map • Is beginning to identify different types of settlement from photos and maps • Can create and/or annotate maps using symbols and a key • Can draw diagrams to explain physical geographical features. • Is beginning to interpret data (including climate and population figures) to find out about the human and physical characteristics of a given area • Is beginning to use a variety of fieldwork techniques (including sketching, taking measurements, and surveys) to observe, measure and record human and physical geography features in the local area.	• Can use maps, atlases, globes and digital maps to identify and compare features of countries and geographical areas • Can use the eight points of a compass when describing location and direction of places on a map and in real life. • Can use four and six figure grid references, symbols and keys on maps (including ordinance survey maps). • Can identify different types of settlement from photos and maps, including comparing how these may have changed over time • Can create and/or annotate maps using symbols and a key • Can draw diagrams to explain physical geographical features, using symbols and keys if needed. • Can interpret a range of data from a variety of sources to find out about the human and physical characteristics of a given area, including how these may have changed and suggest possible reasons for any changes. • Can use a range of fieldwork techniques to observe, measure and record physical and human geography features including sketch maps, plans and graphs, and digital technologies.
SUBSTANTIVE KNOWLEDGE	LOCATIONAL	• Can name and locate the world's seven continents and five oceans • Can name and locate the world's five oceans • Can name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	• Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics • Can identify key topographical features of the UK (including hills, mountains, coasts and rivers) • Can begin to understand land-use patterns how some of these aspects have changed over time • Can locate the world's countries, concentrating on their key physical characteristics, countries, and major cities	• Can use maps and other sources to understand the environmental regions, key physical and human characteristics, countries, and major cities (Europe inc. location of Russia) • Can use maps and other sources to understand the environmental regions, key physical and human characteristics, countries, and major cities (North America) • Can begin to understand and land-use patterns; and understand how some of these aspects have changed over time • Can 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	• Can identify geographical similarities & differences between the human and physical features of a small area of the UK and of a small area in a contrasting non-European country	• Can identify geographical similarities & differences between the human and physical features of a region of the United Kingdom and a region in a European country,	• Can identify geographical similarities & differences between the human and physical features of a region of the United Kingdom and a region in a North American (or South American) country
	HUMAN & PHYSICAL	• Can identify seasonal and daily weather patterns in the UK • Can discuss the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Can 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 • Can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	• Can describe and understand key aspects of rivers and the water cycle • Can describe and understand key aspects of mountains • Can describe and understand key aspects of volcanoes and earthquakes • Can describe and understand types of settlement and different types of land use	• Can describe and understand key aspects of climate zones, biomes and vegetation belts • Can describe and understand types of settlement and land use • Can describe and understand economic activity including trade links • Can describe and understand the distribution of natural resources including energy, food, minerals and water

The Weald Federation: Geography – Areas of Study (substantive knowledge)

YEAR 1 & 2 – Cycle A	YEAR 1 & 2 – Cycle B	YEAR 3 & 4 – Cycle A	YEAR 3 & 4 – Cycle B	YEAR 5 & 6 – Cycle A	YEAR 5 & 6 – Cycle B
Where we live – UK, continents & the world • Map work - name the 4 countries of the UK and their capital cities • Name the capital cities and significant places in the UK and other places in the UK • Understand the differences between 'town' & 'countryside', 'city', 'town' and 'village' • Map work - Name and locate the continents (repeated) **Weather / Seasonal Changes** • Look at & discuss the weather where we live. • Understand the different seasons in a year and what they are like • Understand how weather can affect us and dangers associated with weather • Understand what hot and cold areas of the world are like **China** • Where China is on the world and can locate China on a map • Draw simple map of China inc. major cities and landmarks • Explore what life is like for people living in China • Compare life in China to the UK **Kenya / African Savannahs** • Locate Kenya on a world map and draw a simple map • Explore what life is like for different groups of people living in Kenya • Research Maasai culture • Compare life in Kenya with the UK • Use compass directions to describe places on a map (link to national park / safari). • Find out about the animals that live in African savannahs	**Our school & local area** • Explore classroom / floorplans • Use aerial images / Google Earth to find our school • Use technology (digital cameras) to record where different things are in our school • Annotate a simple map (using photos and labels) of our school **Our local area** • Explore the area outside of our school – what can we walk to? How do we use the space around us? • Buildings in our village and how are they used? • Use digital cameras to map & record where different things are near our school (fieldwork) **Seas & Coasts** • Name and locate the continents (repeated) • Name and locate the five main oceans of the world • Use maps to find seaside locations • What is an island? What are the physical features? • Use maps to find islands in different parts of our world. • Compare life on hot and cold islands around the world **India** • Understand where India is on the world and can locate India on a map • Draw a simple map of India including major cities and landmarks • Explore what life is like for people living in India • Compare life in Chembakolli, to life in Mark Cross	**Mountains** • Use maps to locate key mountain ranges of the world • Compare mountains around the world • Describe the key features of a mountain range • Explain how different types of mountains are formed • Describe a mountainous climate • Describe how tourism affects mountain regions **Polar Regions** • Position and significance of the Arctic and Antarctic Circle • Key features of the polar regions – Antarctic focus • Compare the polar regions to other parts of the world, including the UK • Why people may choose to visit or settle in inhospitable areas of the world • How the polar regions are changing and the impact this has on our planet **Extreme Earth** • Identify and name the layers of the Earth (crust; mantle; inner core; outer core; tectonic plates) • Identify where volcanoes are located around the world • Explain how and where volcanoes are formed and what can cause them to erupt • Explore different types of volcano • Explain what causes earthquakes and how they are measured • Explain what causes tsunamis and how they affect people	**Exploring the UK** • Name & locate the countries & cities of the UK + use 4 compass points to describe the location of different areas of the UK. • Name, locate and identify the main rivers and seas of the UK • Use maps to name and locate geographical regions, including counties, of the UK • Key features of hamlets, villages, towns & cities • Use an atlas to locate areas of high ground and significant hills and mountains in the UK • How UK has changed over time **Where we Live** • Read and interpret maps of the local area. • Create simple maps to show how land is used (using fieldwork skills to observe, measure & record features) • Create and use a key on a map • Compare land use in urban and rural areas • Land use changes over time **Rivers** • RECAP – Explain the water cycle – understand where water comes from (Cycle A Science) • RECAP – Locate the key rivers of the UK • Locate the key rivers of the world • Key features of a river system and the different geographical terminology associated with rivers • How rivers are used now and compare this to how they were used in the past • Impact (both human and physical) of damming rivers	**Africa (**focus = South Africa**)** • Address stereotypes and diversity within the continent. • Maps – Africa + African countries • Racism & apartheid • Physical features (inc. Weather) • Tribal & metropolitan Africa • Similarities & differences **Coastal Regions** • Identify coastal areas, features of the UK + how different coastal features are formed • Use maps and place names to identify when, where and why settlements developed • Explore why people choose to live by the sea and how the reasons for this might have changed over time • How water and weather can change coastal landscapes • Impact humans have on the coast • Impact of changing landscapes on local and global communities **North America (**Wild West – Present Day – how North America has changed**)** • Identify the countries and capital cities in North America. • Use atlases and digital maps to identify the key physical features of North America (including rivers, mountain ranges and landmarks) • Describe the climates and biomes of different regions across North America • Compare and contrast how different groups of people live within different regions of North America • Look at how life in North America has changed	**Rainforests** (Country focus = Brazil) • Use maps and atlases to identify areas of the world where rainforests are located (position & significance of the Equator, Tropics of Cancer & Capricorn) • Key aspects of a tropical climate; compare with climate in the UK • Layers of a rainforest • People, animals and plants that live in the Amazon rainforest • Impact of humans on the rainforest (inc. deforestation) **Exploring the World** • Position and significance of the Equator and the Northern and the Southern Hemisphere • Use lines of latitude and longitude to find places on maps, atlases and globes • Position and significance of the Prime Meridian and time zones • Climate zones and biomes across the world • How different climates impact on vegetation that grows there • Indigenous populations of different biomes and how climate affects their lives **Exploring Europe** • Identify the countries and capital cities in Europe, • Use atlases and digital maps to identify the key physical features of Europe (including rivers, mountain ranges and landmarks) • Climates and biomes of different regions across Europe • Importance of trade over time and how this has changed • Use maps to show UK's trade links with other countries

National Curriculum in England: Geography Programmes of Study

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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

National Curriculum in England: Geography

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

- **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
- **Place knowledge**
  - 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**
  - 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**
  - 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.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- **Locational knowledge**
  - 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**
  - 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**
  - 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**
  - 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.

NB: See EYFS Progression map to see how learning in EYFS feeds into the Whole School Curriculum Progression Map