



GEOGRAPHY INTENT

At Moreton we value geography as an important part of the children's entitlement to a broad and balanced curriculum. A high-quality and fun geography education should inspire in our children 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 children 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.

At Moretonhampstead, we are global and eco warriors and geography helps our children make sense of the world around them: it is about seeing, doing, enquiring, making links and experiencing. We encourage our children to explore a wide range of geographical concepts, investigations, fieldwork and active discussion which are skills transferable to other curriculum areas.

By utilising both our indoor and outdoor learning environments, children develop independence, resilience and a positive attitude towards geography. Through the teaching of geography we aim to develop the children's knowledge and understanding of people, places and environments around the world. As children study geography they gain an appreciation of life in other countries and cultures. Geography inspires children to think about their own place in the world, their values and their rights. Geography teaching motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

We also aim to provide the children with opportunities to work through the essential elements and concepts of geography and we encourage children to respect and care for their environment to help sustain its future.

It is our intention to enhance our children's geographical understanding further, as well as their spiritual, moral, social and cultural development, by making links with international schools.

IMPLEMENTATION

We incorporate geography into our topic themed learning, using a range of resources so that our children are immersed into the subject using a variety of practical and cross-curricular learning opportunities. Aspects of geography are implemented and developed within our curriculum, where children revisit and expand their skills of collecting, analysing and interpreting data to communicate their findings and understanding of their environment.

We will use the fantastic locality in which we are based to inspire, engage and explore and 'bring geography to life'. We will invite local experts and professionals into school to enrich children's learning and to highlight the importance of geographical concepts in the real world.

IMPACT

As children progress through Moreton they will develop a deep knowledge, understanding and appreciation for their local area and its place within the wider geographical context. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

Children, where possible, learn about careers related to geography from members of the local and wider community with specialist skills and knowledge through visits and outings, ensuring that all children are well prepared for their next steps in their education and their learning for life.

Our children will develop an ethos of respect and care for their environment to sustain its future. With an exciting and positive learning environment we are committed to igniting the passion to travel to, respect and experience different sights and cultures of the world.

Through fieldwork and engaging in active discussion, children become equipped with skills that prepare them for challenges that lie ahead; embracing technology and promoting a life-long love of learning in sessions which promote curiosity and fascination about their locality and their world and its people that will continue to develop throughout their lives.

NATIONAL CURRICULUM SUBJECT CONTENT

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.

EYFS

In the EYFS Geography is encompassed by 'Understanding the World' and incorporates children understanding of 'People and Communities' and 'The World', whilst skills and curiosity in 'Technology' also benefit children's research and enquiry for geography.

From an early age, children have the opportunities to:

- learn of different cultures, beliefs and routines.
- explore what makes them unique as an individual as well as discussing similarities and differences of their homes and families and their environments.
- Utilise our indoor and outdoor environments, encouraging children to explore the different features of their natural world and investigate how things change throughout time as well as enquiring what homes natural objects can provide.
- promote methods of caring for the wider world beginning with recycling, whilst also modelling respect for living things
- think about how we can make the environment safe and pleasant for all living things.

KS1

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.

KS2

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;

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| <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 the school and its grounds and the key human and physical features of its surrounding environment. | <ul style="list-style-type: none"> 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. |
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Characteristics of a Geographer

- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A real sense of curiosity about the world and excellent knowledge of where places are and what they are like
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.

GEOGRAPHY SKILLS PROGRESSION

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Locational Knowledge | <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> | | <p>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.</p> <p>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.</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 (including day and night).</p> | | | |
| | <p>Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</p> | <p>Can I name and locate the world's seven continents and five oceans?</p> | <p>Can I locate and name the countries making up the British Isles, with their capital cities?</p> <p>Can I suggest reasons for the location of towns and settlements in a particular place? <i>For example, next to a river, on a hill top.</i></p> <p>Can I locate and name the main counties and cities in/around the South West?</p> <p>Can I compare two different regions in the United Kingdom (York and North Yorkshire) and discuss the geographical difference to Plymouth?</p> <p>Can I locate and name the main counties and cities in England?</p> <p>Can I compare land-use maps of the United Kingdom from the past with the present, focusing on land use and tourism impact?</p> | <p>Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?</p> <p>Can I name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time?</p> <p>Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?</p> <p>Can I locate the main countries in Europe, North and South America and name principle cities?</p> | <p>Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?</p> <p>On a world map, Can I locate the main countries in Africa, Asia and Australasia/Oceania and identify their main environmental regions, key physical and human characteristics, and major cities?</p> <p>Can I map how land use has changed over time?</p> | <p>Can I identify the longest rivers in the world, largest deserts, and highest mountains and compare these with the United Kingdom?</p> <p>Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles?</p> <p>On a world map, Can I locate areas of similar environmental regions, either desert, rainforest or temperature regions?</p> <p>Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn?</p> <p>Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?</p> |

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| 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. | | 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 in North or South America. | | | |
| | <p>Can I talk about and describe people and places where I live? Can I talk about similarities and differences between places? <i>For example, the school playground and the town park.</i> Can I talk about the different ways to travel, on foot, by car, train, bus? Can I understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom?</p> | <p>Can I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country concentrating on islands and sea sides using Barnaby Bear (or similar)?</p> | <p>Can I compare a region in the United Kingdom with a region in Europe?</p> | <p>Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom? Can I compare a region in the United Kingdom with a region in North America with significant differences and similarities and understand some of the reasons for the similarities and differences? Can I compare a region in the United Kingdom with a region in North or South America with significant differences and similarities?</p> | | <p>Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America?</p> |

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| <p>Human and Physical Geography</p> | <p>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.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 | | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 | | | |
| | <p>Can I identify seasonal and daily weather patterns in the United Kingdom?</p> <p>Can I use the basic geographical vocabulary to refer to:</p> <p>Key Physical Features including; <u>forest</u>, <u>hill</u>, <u>mountain</u>, <u>soil</u>, <u>valley</u>, <u>vegetation</u>?</p> <p>Key Human Features including; <u>city</u>, <u>town</u>, <u>village</u>, <u>factory</u>, <u>farm</u>, <u>house</u>, <u>office</u>?</p> | <p>Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?</p> <p>Can I use the basic geographical vocabulary to refer to/and sort:</p> <p>Key Physical Features including; <u>beach</u>, <u>cliff</u>, <u>coast</u>, <u>forest</u>, <u>hill</u>, <u>mountain</u>, <u>sea</u>, <u>ocean</u>, <u>river</u>, <u>soil</u>, <u>valley</u>, <u>vegetation</u>, <u>season</u>, <u>weather</u>?</p> <p>Key Human Features including; <u>city</u>, <u>town</u>, <u>village</u>, <u>factory</u>, <u>farm</u>, <u>house</u>, <u>office</u>, <u>port</u>, <u>harbour</u>, <u>shop</u>?</p> | <p>Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?</p> <p>Can I describe and understand key aspects of human geography, including: types of settlements in Viking, Saxon Britain?</p> | <p>Can I describe and understand key aspects of physical geography, including: rivers and the water cycle?</p> <p>Can I describe and understand key aspects of human geography, including: trade between the United Kingdom and Europe and the rest of the world?</p> | <p>Can I describe and understand key aspects of physical geography, including: volcanoes and earthquakes, focussing on plate tectonics and the ring of fire?</p> <p>Can I identify and describe in detail the impact of change on the lives of people after a natural disaster?</p> <p>Can I describe and understand key aspects of physical geography, including: coasts, rivers, and the water cycle including transpiration; climate zones, biomes and vegetation belts? <i>For example, the Plym and Tamar.</i></p> <p>Can I consider the impact of a river on people and the landscape?</p> <p>Can I discuss the issues relating to water supply and the impact on people?</p> <p>Can I begin to describe and understand key aspects of physical geography, including: volcanoes and earthquakes?</p> <p>Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?</p> | <p>Can I discuss the distribution of natural resources, focussing on energy? i.e. power station visit</p> <p>Can I discuss the fair/unfair distribution of resource (Fairtrade), economic activity and trade?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?</p> |

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| <p>Geographical Skills and Field Work</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 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.</p> <p>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.</p> | | | |
| <p>Can I understand that maps give information about the world (<i>Where? What?</i>)?</p> <p>Can I use world maps, atlases and globes to identify the United Kingdom and its countries?</p> <p>Can I use locational and directional language (<i>for example, near and far; left and right</i>), to describe the location of features and routes on a map?</p> <p>Can I talk about and describe where I live from photographs and leaflets etc?</p> <p>Can I label photographs and pictures of the local environment? <i>For example the church, shops etc?</i></p> <p>Can I use photographs to recognise landmarks and basic human and physical features and use these to devise a simple picture map?</p> | <p>Can I use world maps, atlases and globes to identify the continents and oceans studied at this key stage?</p> <p>Can I use simple compass directions (North, South, East and West), to describe the location of features and routes on a map?</p> <p>Can I look down on objects and make a plan?</p> <p>Can I find information on an aerial photograph?</p> <p>Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and use these to devise a simple map?</p> <p>Can I realise why maps need a key and construct basic symbols in a key?</p> <p>Can I use simple fieldwork and observational skills to study the key human and physical features of my schools surrounding environment?</p> | <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I recognise that there are eight points of a compass?</p> <p>Can I use two-figure grid references?</p> <p>Can I show some understanding of basic symbols and the key (including the use of a simplified Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?</p> <p>Can I use fieldwork to observe and record the human and physical features in the local area? <i>For example, surveys, drawings and photographs.</i></p> | <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I give direction instructions up to eight cardinal points?</p> <p>Can I follow a route using two-figure grid references but know that four-figure grid references can help you find a place more accurately than two?</p> <p>Can I use fieldwork to observe, measure 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>Can I make a simple scale plan of an area with whole numbers?</p> | <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I use the eight points of a compass to give and receive direction?</p> <p>Can I map a route using four-figure grid references but know that six-figure grid references can help you find a place more accurately than four?</p> <p>Can I use basic symbols and the key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?</p> <p>Can I use fieldwork to observe, measure and record the human and physical features in the local area? <i>For example, questionnaires and colour coded keys.</i></p> <p>Can I measure straight-line distances on large-scale maps using a scale bar and draw scaled maps?</p> | <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I locate a city in the UK using six-figure grid references, with some emphasis placed on latitude and longitude?</p> <p>Can I extend my map skills to include non-United Kingdom countries?</p> <p>Can I use fieldwork to observe, measure, record and present the human and physical features in the local area? <i>For example, data logging.</i></p> | |