



Geography at Denton CP School Statement of Intention 2016

Geography education at Denton CP School will aim to 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 and learning will focus on locational knowledge; place knowledge; human and physical geography and geographical skills and fieldwork. This is achieved through a focus on trips, evidence gathering and the factual recall of place and locational names. Teaching will 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 will 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. They will 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. They will 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. They will be 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

Aims; pupils will leave Denton CP School with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Pupils will have a 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.

Skills	Year 1	Year 2	Year 3 All skills covered dependant on activities chosen Cycle B T 5/6	Year 4	Year 5	Year 6
Geographical Language	Geographical language to describe feature or location e.g hill/local/a road/coastline/ woods (B5/6)	Geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland	To describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain /location/ industry/transport	To describe route and direction linking N/S/E/W with degrees on the compass link words to topic/theme e.g. contour/height/ valley	To describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland (b5/6)	Describe route, direction, location (B 5/6) ·16 points on compass to degrees on compass link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary
	Ask geographical questions e.g. what is it like to live in this place? (B5/6) Express own views about a	Ask geographical questions –where is this place? What is it like? How has it changed? (B5/6)	Ask geographical questions: where is this location? What do you think about it?	Ask questions –what is this landscape like? What will it be like in the future? Analyse evidence and	Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing? (B 5/6)	Ask questions: what is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed? (B 5/6)

<p>Geographical Enquiry</p>	<p>place, people, environment (B5/6)</p> <p>Recognise how places have become the way they are e.g. shops (patterns and processes) (B5/6)</p> <p>Observe and record e.g. identify buildings on a street – memory maps (B5/6)</p> <p>Communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams (B5/6)</p>	<p>Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences (B5/6)</p> <p>Recognise how places have become the way they are e.g. shops (patterns and processes) (B5/6)</p> <p>Observe and record in different ways eg. sketches, diagrams, ICT</p> <p>Observe and record in different ways eg. sketches, diagrams, ICT</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population</p> <p>Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling</p> <p>Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)</p> <p>Communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper</p>	<p>draw conclusions e.g. make comparisons between locations using photos/pictures/ maps</p> <p>Identify and explain different views of people including themselves</p> <p>Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns</p> <p>Communicate in ways appropriate to task and audience</p>	<p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life (B 5/6)</p> <p>Identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject</p> <p>Collect and record evidence.</p> <p>Conduct a land use survey</p> <p>Categorise codes</p> <p>Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new</p>	<p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it</p> <p>Identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views</p> <p>Collect and record evidence</p> <p>Record measurement of river width/ depth/ velocity</p> <p>Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school</p>
<p>Fieldwork</p>	<p>Use simple field sketches (B5/6)</p> <p>Use a camera (B5/6)</p>	<p>Use simple field sketches and diagrams, use a camera</p>	<p>Use more detailed field sketches and diagrams</p>	<p>Field sketches are more heavily annotated using geographical language</p>	<p>Field sketches should show understanding of pattern/ movement/ change</p>	<p>Field sketches should show understanding of pattern/ movement/ change</p>
<p>Map/atlas work</p>	<p>Make simple maps and plans (B5/6)</p> <p>Explore maps of the local area (B5/6)</p>	<p>Compare two settlements (B5/6)</p> <p>Use globes, maps, plans at a range of scales (B5/6)</p> <p>Use content/index to locate country/draw information from a map (B5/6)</p>	<p>Draw maps more accurately plan view (from above)</p> <p>Use a key accurately</p> <p>Use contents/index to locate page quickly and accurately (ICT)</p>	<p>Draw accurate map – develop more complex key</p> <p>Use contents/index to locate position of location including page/coordinates</p>	<p>Draw in scale – accuracy of scale (B 5/6)</p> <p>Locate information/ place with speed and accuracy (B 5/6)</p> <p>Use key to make deductions about landscape/ industry/ features etc. (B 5/6)</p>	<p>Locate information/ place with speed and accuracy (B 5/6)</p> <p>Use key to make deductions about landscape/ industry/ features etc. (B 5/6)</p>

