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| **A picture containing text  Description automatically generated Stoke Gabriel Primary School**  **Geography Curriculum Plan**  Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school.  The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It needs to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved.  Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Vocabulary List**   |  |  |  | | --- | --- | --- | | Baseline | Lower KS1 | Upper KS1 | | street  left  teacher  house  right  caretaker  bungalow  forwards  Head Teacher  school  backwards  cleaner  church  above  Police Officer  zebra crossing  under  doctor  traffic lights  tunnel  dentist  bridge  roundabout  map | near  transport  wind  far  lorry  snow  left  bus  rain  right  car  hail  building  summer  fog  plan  winter  wet  globe  autumn  dry  journey  spring  hot  travel  seasons  cold  long  short  wide  bungalow  junction  narrow  town  Village  farm | England  location  Dublin  Scotland  route  Equator  Northern Ireland  aerial view  North Pole  Eire  landscape  South Pole  Wales  environment  Irish Sea  North  London  North Sea  South  Edinburgh  English Channel  east  Cardiff  local  west  Belfast  distant  semi-detached  terraced  address  larger  smaller  behind  city  desert  ocean  beach  cliff  coast  forest  hill  mountain  sea  river  valley  soil  vegetation  seasonal  port  harbour  factory |   **Lower KS2 Vocabulary List**   |  |  | | --- | --- | | Settlement valley mountain community  Vegetation weathering landscape soil  erosion [within weathering] relief map  peat port political map loam  harbour cliff clay factory ocean lake  office fieldwork transport [carry]  industry sketch diagram compass  North East South East North West South West  Weather climate zone polar equator  Tropical longitude latitude environment | Greenhouse warm polytunnel contour humid  intensive farming height coastal arable farming  hydroponics evaporation market gardening  allotment precipitation mixed farming  distribution condensation organic farming  import hemisphere distance export  productivity scale native/ indigenous  natural resources grid reference sustainable  man-made materials satellite weathering/erosion  hemisphere settlement patterns natural disaster  tropical inland ox-bow lake polar  urban/ rural spring [water] trade |   **Upper KS2 Vocabulary List**   |  |  | | --- | --- | | climate/ weather flood plain deposition climate zones  meander transportation tributary surface confluence  vegetation belts sea level mouth river grid reference  source delta terrain products ox-bow lake features  industrial grid reference contour lines continent  landscape natural sub-continent water cycle  population development arid precipitation  irrigation evaporation condensation ground water  settlement industry tourist excursion | scale [maps] contours migrate naturalised Arctic  disperse indigenous Antarctic sustainability immigrant  renewable natural disaster survey population  natural resources questionnaire biomes canopy [trees]  latitude vegetation belts Ordnance Survey longitude  climate zones distance Greenwich/Prime Meridian  conservation scale Time zone  pollution grid reference Northern hemisphere export  symbols Southern hemisphere import  urban Tropic of Capricorn tropical rural  Tropic of Cancer equatorial land use Equator  Subterranean congestion latitude  Location pollution longitude  minutes[location] tectonic plates deforestation magma |   FROM LOCAL TO GLOBAL: GEOGRAPHY AT STOKE GABRIEL  At Stoke Gabriel we want children to understand that geography is an enquiry-led subject, about them, growing up in their world.  Our village sits on the river Dart in South Devon. In many ways, a typical village: church, school, post office, pub. It isn’t on a main road - you don’t have to pass through it, to reach somewhere else – yet our river has brought people to settle on our shores, seen people leave on adventures of trade, discovery, piracy, and exploration, and played its part in international events, namely preparations for the D-Day Landings. Geographically, Stoke Gabriel is positioned in a rural region, with an economy linked to leisure and tourism, and with many villagers travelling further afield for employment. We have ancient oak woods, cider-apple orchards, a mill pool, old cottages, buildings that have changed their use, and housing developments with names that reflect the previous usage of the land.  The children at Stoke Gabriel begin their journey as developing Geographers from their first ‘welly walks’ in EYFS. Our school locality is a rich resource for geographical enquiry – it is easily accessible and, as the children pass through the school, the village is studied in a variety of ways to provide a solid foundation in undertaking fieldwork and an understanding of its purpose. In our Long-Term Planning, we have identified a half term when the whole school is engaged in quality learning experiences linked to our village locality, Year B, Autumn 1. In this way, the children have the village as a focus in KS1, in LKS2, and in UKS2, and are enabled to build their geographical skills through carefully planned enquiries that involve them in meaningful mapping and active research and see them collecting data and presenting their findings.  Building a sense of ‘our place’ is central to our Geography teaching and learning, and a key question that underpins our Geography Curriculum is,  ‘How does this place compare with Stoke Gabriel?’ In this way, we build on the children’s tangible experiences whilst challenging and exciting them with content beyond their immediate horizon – regional, national, and global. We have identified three key questions as essential to understanding of the subject and used them to organise important substantive concepts. Although not all concepts will be covered in depth in every enquiry journey, teachers draw on them to ensure a breadth of Geographical study.   * WHERE IS IT? * *Absolute Location: county, region, country, continent, latitude and longitude, hemisphere.* * *Relative Location: in relation to the equator, in relation to Stoke Gabriel, and other places – distance and direction.* * WHAT IS IT LIKE? * *Natural features: landforms, rivers, coastline, landmarks, ecosystems, climate, animal and plant life.* * *Human impact: settlement, land-use, industry, agriculture, recreation, rural, urban, landmarks, bridges, buildings, roads, rail.* * *Cultural characteristics: language, government structure, art, music.* * HOW IS IT CHANGING? * *Natural phenomena - weather, erosion, tectonic activity, climate conditions.* * *Land use - recreation, tourism, farming, economy, redevelopment, population changes.* * *Environmental issues – sustainability, conservation, energy, natural resources, water management, transport, pollution.* * *Movement – why, and how, people, goods, and ideas travel from place to place – trade, migration, local and global connections.*   Stoke Gabriel International Days  We have an International Day each half term. A country is selected, and a range of age-appropriate lessons planned to broaden the children's general knowledge and awareness of different places. This provides regular opportunities for the children to use maps and develop map skills, and it enables them to build mental pictures of where places are in the world and make connections and comparisons between different places. In this way, a child, who attends our school from Reception to Year 6, ‘experiences’ a flavour of over forty different countries, develops a curiosity for the diverse places on our planet, and has an opportunity to share stories from home.  Our Geography Curriculum  At Stoke Gabriel, we deliver Geography through well-planned Enquiry Journeys. The distinct characteristics of the subject are consciously embedded whilst links are made to other subject areas to create meaning and purpose. Each Enquiry Journey begins with a quality provocation to activate the curiosity of our children – to raise questions and promote discussion. Lessons provide the children with the knowledge and understanding needed to answer the main Enquiry Question, as well as support their development ‘as geographers’. Having an Enquiry Question provides focus for teaching and allows for a greater depth of learning. At the end of the enquiry, the children are given the opportunity to identify how they have added to their knowledge and understanding of the world.  The scope and focus of each Enquiry Journey have been planned carefully to sit within the Long-Term Planning of our school - a two-year programme to accommodate our mixed-year-group classes to enable every child to make progress by building on their geographical understanding, acquiring geographical knowledge, using subject-specific vocabulary, and developing their skills ‘as geographers’. The LTP ensures coverage of the statutory Geography Curriculum and enables teachers to understand where their teaching responsibilities fall in the overall scheme [see below].  At the start of each Enquiry Journey, the children are given an Enquiry Journey ‘blueprint’ which highlights the skills and knowledge that they will acquire and makes links to their previous learning. The blueprint also lists key vocabulary for the journey. It is referred to throughout the journey to review and consolidate the learning and so help knowledge and skills to become embedded. When appropriate, lessons begin by connecting the children to the learning from their previous lesson and end with integrating new knowledge into the larger concepts.  Our children learn to think and work like geographers as they progress through our school. They encounter experiences and challenges that take them beyond the classroom both physically and imaginatively, to expand their understanding of the world, to encourage self-awareness and resilience, and to develop a sense of responsibility – that everyone can make a difference.  **Geography Long Term Plan**  **EYFS**  *‘Geography in the early years is mainly experiential learning, sensory orientated and fun! You can find opportunities all around you because Geography is everywhere. Geography in the early years can help them establish a sense of where they are and who/what environment and community they belong to’.* Rebecca Money, 2022  The Early Years provide the first opportunity for children to be introduced to the vocabulary associated with Geography as they explore, discover, and begin to make sense of the world around them. In addition - through role-play, book talk, and exposure to Google Earth and film resources - the children learn about different environments and begin to build their understanding, and make connections, about the way things happen in both the physical and human world.   |  |  | | --- | --- | | **Understanding the World (People and Communities)**  Children know about similarities and differences between themselves and others, and among families, communities and traditions. | **Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | GEOGRAPHY  Long Term Plan | Year A: 2021 - 2022 | | | | | | Year B: 2022 - 2023 | | | | | | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | Years  1/2 | **Please**  **look after**  **this bear** | **Homes**  **and**  **Houses** | **Healthy**  **Me** | **Up, Up**  **and**  **Away** | **Africa, Amazing Africa** | **Crawly! Hairy! Maybe a little scary?** | **Here We Are: Stoke Gabriel** | **The Old**  **Toy Shop** | **Frozen**  **Worlds** | **Footprints**  **on the**  **Moon** | **Ready,**  **Steady,**  **Grow!** | **Oh, I do**  **like to be beside the seaside...** | | Habitats and Locations    Bears around the world: What bears live where?    What is a ‘capital’ city?  London Landmarks – natural and manmade    The UK - the 4 countries, capital cities, at least two main rivers, and the seas.    Directional vocabulary and maps | Human Geography    Are all homes like mine?  **FIELD VISITS LOCALLY** |  | Birds-eye view – aerial photos. | What is a continent?    continents, oceans, locate on a world map.    **Hot areas** of the world in relation to the Equator and the North and South Poles    Africa  The Kalahari  Botswana  **VISIT TO PAIGNTON ZOO**  Compare Stoke Gabriel with a village in Botswana |  | Our village.  **FIELD VISITS LOCALLY**  Use simple compass directions (NSEW) to describe the locations on a map.    Explore maps, plans, aerial photos... natural and manmade    Compare rural and urban areas.    Identify weather patterns in the UK. |  | Understand that a world map shows all the countries in the world.    What is it like at the top and the bottom of our planet?    **Cold areas** of the world in relation to the Equator and the North and South Poles    Polar Regions  Arctic Circle  The Inuit |  | Globe  Hemisphere  Continents  Oceans    continents, oceans, locate on a world map and a globe.    Use simple compass directions    Australia:  A Land of Contrasts    Compare Stoke Gabriel with a settlement in Australia | The British Isles    Use maps and globes to locate the UK and plot seaside resorts that they know.    Where was the GWR?    Use simple compass directions (NSEW) to describe the locations on a map.  **FIELD VISIT**  **THE SEASIDE** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | GEOGRAPHY  Long Term Plan | Year A: 2021 - 2022 | | | | | | Year B: 2022 - 2023 | | | | | | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | Years 3/4 | **The Dark Ages,** part 1:  **Saxon Settlers** | **The Second Star to the right...** | **Dragons**  **& Where To Find Them** | **Stoke Gabriel**  **Weather Centre** | **The Dark Ages,** part 2:  **Viking Raiders** | **Brilliant Brazil:**  **Rio & Rainforest** | **Location, Location, Location** | **Stones, Bones &**  **Bumps in the Ground** | **Mountain Survival** | **Extreme Earth** | **The Secret Life of Bees** | **VENI, VIDI, VICI**  **MMXXI** | |  | Time zones;  Greenwich Mean Time.  **London.** What is a capital city?  Types of settlement | The British Isles  A dragon’s eye view  8 compass points  How to use an atlas  Landmarks – natural and manmade | Weather around the world  biomes and habitats, vegetation belts, and  incredible weather | **Europe** from the sea – plot locations and landmarks | The World  Climate zones  Biomes  South America  Compare a village on the Amazon with Stoke Gabriel  **FIELD VISIT TO EDEN PROJECT OR PAIGNTON ZOO** | **Our Locality**  Stoke Gabriel  **FIELD VISITS LOCALLY**  4-fig grid references  8 compass points  Types of settlement |  | Mountains  Biome and vegetation belts  **The Swiss Alps**  a region in Europe  economic activity  How to use an atlas | Volcanoes, Earthquakes and Tsunamis  Tectonic plates  Why do people live near volcanoes? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | GEOGRAPHY  Long Term Plan | Year A: 2021 - 2022 | | | | | | Year B: 2022 - 2023 | | | | | | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | Years 5/6 | **Mud larking and beach combing** | **Destination: Earth** | **The Monster in the Maze** | **Falling Out of the Sky** | **A Tapestry of Tales** | **Street urchins, housemaids, pickpockets, & foundlings** | **Where my wellies take me** | **Bombs**  **and**  **Blackberries** | **Tombs**  **and**  **Treasures** | **The**  **Gift of the**  **Nile** | **Across the pond** | **The Sea, Sea Mythology, Shipwreck, and Shakespeare** | | Plastic pollution  Jurassic Coast  Coastal features and erosion.  **FIELD VISIT TO LYME REGIS** | What's So Special about Planet Earth?  Prime Meridian, Longitude, latitude,  Climate zones, biomes, landmarks…  How to use an atlas | Geography of Greece – peninsulas, plains, mountains, and islands… |  | The Silk Road  Natural resources  economic activity  How to use an atlas |  | **Our locality**  Where is ‘here’? What is ‘here’ like?  Land use.  Collect and use data.  **FIELD VISITS LOCALLY AND TO SLAPTON SANDS**  The importance of scale in maps, and the key  [or legend] | The natural features of Slapton Sands |  | River Valley Civilisations  Natural resources  Prime Meridian, Longitude, latitude, time zones, landmarks… | The River Dart  Water cycle  **FIELD VISITS TO DARTMOOR AND TO TOTNES**  OS Maps  6-fig grid refs  Contour lines  Rivers of North America  economic activity | Islands and Oceans | |
| **The National Curriculum** |
| 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.  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.  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. |
| **Progression of Key Skills** |
| **Key skills** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** | | | **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.** | | | **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).** | | | | | | Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? | Can I name and locate the world’s seven continents and five oceans? | | Can I locate and name the countries making up the British Isles, with their capital cities?  Can I suggest reasons for the location of towns and settlements in a particular place? *For example, next to a river, on a hill top.*  Can I locate and name the main counties and cities in/around the South West?  Can I compare two different regions in the United Kingdom (York and North Yorkshire) and discuss the geographical difference to Plymouth?  Can I locate and name the main counties and cities in England?  Can I compare land-use maps of the United Kingdom from the past with the present, focusing on land use and tourism impact? | Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?  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?  Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?  Can I locate the main countries in Europe, North and South America and name principle cities? | Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?  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?  Can I map how land use has changed over time? | Can I identify the longest rivers in the world, largest deserts, and highest mountains and compare these with the United Kingdom?  Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles?  On a world map, Can I locate areas of similar environmental regions, either desert, rainforest or temperature regions?  Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn?  Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones? | | | **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.** | | | | | | Can I talk about and describe people and places where I live?  Can I talk about similarities and differences between places? *For example, the school playground and the town park.*  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? | | 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)? | Can I compare a region in the United Kingdom with a region in Europe? | 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? |  | Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America? | | | **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 | | | **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 | | | | | | Can I identify seasonal and daily weather patterns in the United Kingdom?  Can I use the basic geographical vocabulary to refer to:  **Key Physical Features** including; forest, hill, mountain, soil, valley, vegetation?  **Key Human Features** including; city, town, village, factory, farm, house, office? | Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?  Can I use the basic geographical vocabulary to refer to/and sort:  **Key Physical Features** including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather?  **Key Human Features** including; city, town, village, factory, farm, house, office, port, harbour, shop? | | 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?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?  Can I describe and understand key aspects of human geography, including: types of settlements in Viking, Saxon Britain? | Can I describe and understand key aspects of physical geography, including: rivers and the water cycle?  Can I describe and understand key aspects of human geography, including: trade between the United Kingdom and Europe and the rest of the world? | Can I describe and understand key aspects of physical geography, including: volcanoes and earthquakes, focussing on plate tectonics and the ring of fire?  Can I identify and describe in detail the impact of change on the lives of people after a natural disaster?  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? *For example, the Plym and Tamar.*  Can I consider the impact of a river on people and the landscape?  Can I discuss the issues relating to water supply and the impact on people?  Can I begin to describe and understand key aspects of physical geography, including: volcanoes and earthquakes?  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? | | Can I discuss the distribution of natural resources, focussing on energy? i.e. power station visit  Can I discuss the fair/unfair distribution of resource (Fairtrade), economic activity and trade?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)? | | **Geographical Skills and Field Work** | **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.** | | | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **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.**  **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.** | | | | | | Can I understand that maps give information about the world *(Where? What?)?*  Can I use world maps, atlases and globes to identify the United Kingdom and its countries?  Can I use locational and directional language (*for example, near and far; left and right)*, to describe the location of features and routes on a map?  Can I talk about and describe where I live from photographs and leaflets etc?  Can I label photographs and pictures of the local environment? *For example the church, shops etc?*  Can I use photographs to recognise landmarks and basic human and physical features and use these to devise a simple picture map? | Can I use world maps, atlases and globes to identify the continents and oceans studied at this key stage?  Can I use simple compass directions (North, South, East and West), to describe the location of features and routes on a map?  Can I look down on objects and make a plan?  Can I find information on an aerial photograph?  Can I use aerial photographs and plan persepectives to recognise landmarks and basic human and physical features and use these to devise a simple map?  Can I realise why maps need a key and contruct basic symbols in a key?  Can I use simple fieldwork and observational skills to study the key human and physical features of my schools surrounding environment? | | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I recognise that there are eight points of a compass?  Can I use two-figure grid references?  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?  Can I use fieldwork to observe and record the human and physical features in the local area? *For example, surveys, drawings and photographs.* | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I give direction instructions up to eight cardinal points?  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?  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?  Can I make a simple scale plan of an area with whole numbers? | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I use the eight points of a compass to give and receive direction?  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?  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?  Can I use fieldwork to observe, measure and record the human and physical features in the local area? *For example, questionnaires and colour coded keys.*  Can I measure straight-line distances on large-scale maps using a scale bar and draw scaled maps? | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I locate a city in the UK using six-figure grid references, with some emphasis placed on latitude and longitude?  Can I extend my map skills to include non-United Kingdom countries?  Can I use fieldwork to observe, measure, record and present the human and physical features in the local area? *For example, data logging.* | | |
| **In order to assess impact - a guide** |
| Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Geography. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (know, want to learn, learnt) grid could be used and may be completed independently in books or constructed with the teacher.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books, dialogue, class scrapbooks, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  There is an expectation that Geography learning in books will be the same quality as that in English books. Marking and feedback in Geography should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on Geography vocabulary and the expectation is that children who are ARE will spell these correctly throughout their Geographical writing. |