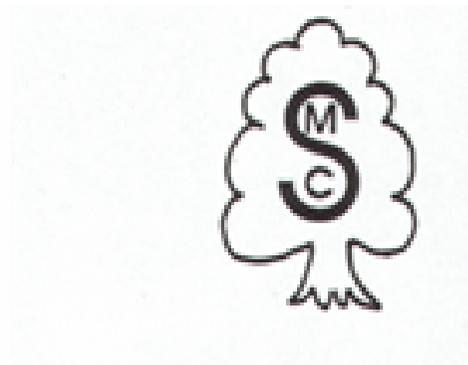


Geography

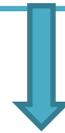


Moulton Chapel Primary School

1. To be able to read, write and speak with confidence and fluency.
2. To be able to use mathematical concepts to tackle problems and resolve them.
3. To be global citizens that have had cultural experiences beyond their normal lives.
4. To aspire our children to dream big in their career path.
5. Grow into responsible, respectful young people who value each other.

Intent

At Moulton Chapel, it is our intention of our Geography curriculum is to inspire children's curiosity and interest to explore the world that we live in and its people. We aim to ignite their love of learning in this subject that inspires our children to dream big and expand their experiences in the wider world. We endeavour to equip our children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This will deepen their understanding of the physical and human developments of the Earth.



Implementation

We teach the National Curriculum, supported by a clear skills and knowledge progression. The staff select the objectives and tailor their teaching to meet the needs of the children in their class. The children will cover elements of locational knowledge, place knowledge, human and physical geography and skills and fieldwork within their Geography work. Geography is taught as part of our thematic approach in order to deepen understanding. Teachers are encouraged to consider opportunities available to use the school grounds and the local area. The EYFS children are given opportunities to develop their understanding of the world.



Impact

The impact of Geography teaching is measured by whether children meet age related expectations by the end of each phase. We endeavour for our children to navigate, explore and understand the world around them and what their place is within it. Children's knowledge and skills will develop progressively as they move through our school. We want to prepare them for learning about Geography in secondary school and ignite their love of the subject.

National Curriculum requirements:

EYFS requirements:

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.

Key stage 1

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 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*

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Progression through the school

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Locational knowledge	<ul style="list-style-type: none"> They know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> Know the names of the four countries that make up the United Kingdom. They can name the 3 surrounding seas of the United Kingdom. Know the names of the 7 continents of the world. Know the names of the 5 oceans of the world. Know the names of the four capital cities of the UK. 	<ul style="list-style-type: none"> Know the names and locate at least 4 European countries. Know the names of and locate at least 4 capital cities across the world. Know the names of and locate at least 8 counties and at least 6 cities in England. Know where the main mountain regions are in the UK. Know, name and locate the main rivers in the UK. Know where the equator, Tropic of Cancer, Tropic of Capricorn 	<ul style="list-style-type: none"> Know the names and locate at least 4 European countries. Know the names of and locate at least 4 capital cities across the world. Know the names of four countries from the southern and four from the northern hemisphere. To know where the Greenwich Meantime line is. To know about time zones and work out differences.
Place knowledge	<ul style="list-style-type: none"> They can say where their school is and where their home is. They know they live in England. 	<ul style="list-style-type: none"> Know features of hot and cold places in the world. Know the main differences between a place in England and that of small place in a non-European country. 	<ul style="list-style-type: none"> Know at least 5 differences between living in the UK and in a Mediterranean country. 	<ul style="list-style-type: none"> Know the key differences between living in the UK and in a country in South America.
Human and Physical geography	<ul style="list-style-type: none"> They begin to understand simple symbols on a map. They know that the environment and living things are influenced by human activity. 	<ul style="list-style-type: none"> Knowing which is the hottest and coldest seasons in the UK. Know and recognise main weather symbols. Know the main differences between city, town and village. Identify mountain, lake, island, valley, river, cliff, forest and beach. Explain some of the advantages and disadvantages of living in a city or a village. 	<ul style="list-style-type: none"> Know what causes an earthquake. Label the parts of a volcano. Know and label the parts of a river. Know why most cities are sited near a river. Know the names of the world's highest mountains. Explain the features of the water cycle. 	<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome. Label the layers of a rainforest and know what deforestation is. Know the names and locate some of the world's deserts. Know why industrial areas and parts are important. Know main human and physical differences between developed and third world countries.
Skills and fieldwork	<ul style="list-style-type: none"> They begin to understand what a map is and its purpose. They contribute to a group map. 	<ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on the globe. Know which is N, E, S, W on a 	<ul style="list-style-type: none"> Ask geographical questions Record findings from field trips Locate positions of a photo on a map 	<ul style="list-style-type: none"> Annotate sketches to describe and explain geographical processes and patterns.

		<p><i>compass.</i></p> <ul style="list-style-type: none"> • Know their address including the postcode. • Know and <i>use the terms left, right, below, next to.</i> • Follow a route on a map. • Use aerial photos and recognise landmarks. • Use a pro-forma to collect data. • Carry out a small survey of the local area/school. • Create plans and simple features in their familiar environment. • Draw simple features onto maps/ photographs. 	<ul style="list-style-type: none"> • Follow a route on a map with some accuracy • <i>Begin to use 8 figure compass and 4 figure references on a map</i> • Locate Europe on a globe • Recognise and use OS map symbols, including understanding why a key is important • Draw a sketch map from a high viewpoint 	<ul style="list-style-type: none"> • Compare maps with aerial photographs • Follow a short OS map. • <i>Follow 8 figure compass and 6 figure grid reference</i> • Use atlases to find out data about other places. • Use lines of longitude and latitude. • <i>Draw plans with increasing complexity.</i> • Collect data using different methods. • Use Google Earth to locate a country.
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Whole School Overview

Year	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
R / Y1 / Y2 A	Place knowledge	Place knowledge	Skills and fieldwork	Human and Physical Skills and fieldwork		
R / Y1 / Y2 B	Human and Physical	Human and Physical Skills and fieldwork	Locational Knowledge Skills and fieldwork	Locational Knowledge Skills and fieldwork	Locational Knowledge Human and Physical	Locational Knowledge Human and Physical
R / Y1 / Y2 C	Place knowledge Human and Physical Skills and fieldwork	Place knowledge Human and Physical Skills and fieldwork	Locational Knowledge Human and Physical Skills and fieldwork	Human and Physical Skills and fieldwork	Human and Physical	
Year 3 / 4 A	Human and Physical	Human and Physical			Skills and fieldwork	Skills and fieldwork
Year 3 / 4 B	Skills and fieldwork Locational Knowledge	Locational Knowledge	Skills and fieldwork Locational Knowledge Place Knowledge Human and Physical	Skills and fieldwork Locational Knowledge Place knowledge Human and Physical	Skills and fieldwork Locational Knowledge	
Year 5 / 6 A	Locational Knowledge	Skills and fieldwork Locational Knowledge	Locational Knowledge	Skills and fieldwork	Skills and fieldwork Locational Knowledge Place Knowledge Human and Physical	Skills and fieldwork Locational Knowledge Place knowledge Human and Physical
Year 5 / 6 B			Skills and fieldwork Human and Physical	Skills and fieldwork Locational Knowledge	Skills and fieldwork Locational Knowledge	Human and Physical

Geography vocabulary – subject specific vocabulary (language you want the children to use and know the definition of)

EYFS & Year 1 & 2			
<p>Locational Knowledge England Scotland Northern Ireland Wales London Edinburgh Belfast Cardiff hot cold similar different United Kingdom North Sea Irish Sea English Channel Africa Europe Asia Australasia/Oceania North America South America continent Antarctica Atlantic ocean Pacific ocean Indian ocean Artic ocean Southern ocean</p>	<p>Place knowledge England Scotland Northern Ireland Wales London Edinburgh Belfast Cardiff hot cold similar different United Kingdom North Sea Irish Sea Africa Europe Asia Australasia/Oceania North America South America continent Antarctica Atlantic ocean Pacific ocean Indian ocean Artic ocean Southern ocean</p>	<p>Human and Physical Beach cliff coast forest hill mountain sea ocean river soil valley vegetation season weather city town village factory farm house office port harbour shop</p>	<p>Skills and fieldwork Map North South West East plan symbol atlas near far left/right locate collect record observe</p>

Year 3 & 4			
<p>Locational Knowledge 4 European countries 4 capital cities in Europe 8 counties of England, 6 cities Ben Nevis Scafell Pike Snowdon Slieve Donard Thames Severn Trent Ouse Wye Equator tropic of cancer tropic of Capricorn</p>	<p>Physical Knowledge Mediterranean similar different mountains rivers equator Tropic of cancer Tropic of Capricorn</p>	<p>Human and Physical Mountains – convergent fold gradient Rivers – flood plain meanders valley mouth source spring stream erosion delta tributaries Climate zones – tropical temperature polar Volcanoes – volcano crust crater vent core ash mantle eruption lava magma active dormant extinct Water cycle – evaporation condensation precipitation atmosphere climate water vapour Earthquakes – epicentre focus fault tsunami Richter scale magnitude intensity</p>	<p>Skills and fieldwork As previous + 4 figure grid reference OS scale features analyse draw conclusion compare sources primary secondary</p>

Year 5 & 6			
<p>Locational Knowledge 4 European countries 4 European capitals Southern hemisphere Northern hemisphere Greenwich Meantime zones</p>	<p>Physical Knowledge Hemispheres zones</p>	<p>Physical and Human Biomes – tundra shrub land rainforest grassland desert savannah vegetation belts Types of settlement – hamlet village city town scattered dispersed Land use – housing recreation educational transport roads leisure commercial Economic activity – agriculture manufacturing engineering construction exchanging balance purchase fair trade</p>	<p>Skills and fieldwork As previous + Satellite evidence 6 figure reference navigate influences</p>