

## Statement of Intent

“Geography matters now more than ever because of global crises that range from migration to climate change to pandemics. Geography matters because learning about problems isn't enough; we have to take action to solve them. Geography matters because we are all connected. Geography matters because this is our world.”

**Chris Heffernan**

The intent of our Geography curriculum is to deliver a high-quality geography education that 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. As a result they will:

- Increase and develop their geographical skills, concepts, knowledge and attitudes
- Increase their understanding of the world and the physical and human aspects
- Develop their use of enquiry, analysis and evaluation skills
- **Flourish** in their ability to apply questioning skills and use effective analytical and presentational techniques and reach clear conclusions and develop a reasoned argument to explain findings
- **Learn** a deep knowledge of where places are and what they are like

## Implementation

We teach the National Curriculum and the EYFS framework, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a geographer throughout their time at Wantage CE primary School and do not just learn a series of facts about features of the environment. Through the following, we aim to provide a rich and broad experience in the study of geography.

### **Planning and Lesson**

From the long-term overview, teachers plan a sequence of ten lessons for each unit of study, covering the skills and knowledge progression. Teachers aim to provide a wider understanding of 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. Lessons are planned using a range of geographical skills, such as collecting, analysing and communicating with a range of data gathered through fieldwork. In developing geographical enquiry, we present topics with a wider, curiosity-based question to engage pupils in their learning and developing questioning within them. As part of our global pedagogy approach, lessons are structured to ensure children review and engage prior knowledge so that they can retain more knowledge and apply this to new content. New content is presented in small steps and scaffolds are provided, to support children's learning in lessons. During lessons, teachers will regularly check pupils' understanding through questioning and adapt lessons accordingly. Pupils have opportunities to work on individual practice of skills as well as working collaboratively with others.

### **Record of learning**

Pupils will record their learning in an individual Geography book. This will be presented in a variety of ways including reflection, retrieval of information, evaluations and photography. Each unit of learning will start with an introductory page which outlines the 'big question' and the core vocabulary that the children will be using in the unit of study.

### **Enhancements**

Pupils will experience a wider range of activities beyond the classroom. These are often linked to the geography topic which they are covering. For example, Year 1 pupils visit The Vale & Downland Museum as part of their study of what is around them. In addition to external visits, pupils will experience additional enhancement activities, bringing their historical experiences to life. An example of this is in Year 3, where pupils experience Orienteering around the school as part of their map building study and Year 6, where pupils use a residential trip to support observing rivers for their study of where do rivers flow?

**Assessment:** FS Pupils are assessed against the EYFS Framework. Pupils in years 1-6 are assessed against the criteria in our progression and skills document. Pupils are assessed using the following criteria: B=Working well below the age-related expectations; WTS= Working towards the age-related expectations; ARE= Working at age-related expectations and GD= working at greater depth (above the age-related expectations)

## Impact

**By the time the children and Wantage leave our school they should have developed:**

- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interconnected.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
- An extensive base of geographical knowledge and vocabulary.

Key Concepts: **Location and Place Knowledge**    **Physical and Human Geography**    **Geographical Skills and Fieldwork**

Year/ Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Explore our school		Focus on 'dressing for the weather' Find weather images	Observe seasonal change and look for signs of spring		Learn about another country: cookery, flag etc.
Reception	Compare different homes			Exploring/comparing countries around the world	Caring for the environment	
Year 1	<u><b>What is around me?</b></u>  <b>National Curriculum:</b> 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.  <b>Core Skills:</b> ➤ Say what they like about their locality  <b>Core Knowledge:</b> ➤ Describe a locality using words and pictures ➤ Know key features associated with a town  <b>Enhancement:</b> Visit to and around Wantage		<u><b>Are we more than an island?</b></u>  <b>National Curriculum:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <b>Core Skills:</b> ➤ Answer some questions using different resources, such as books, the internet and atlases  <b>Core Knowledge:</b> ➤ Know some of the main towns and cities in the United Kingdom (London, Cardiff, Edinburgh and Belfast) ➤ Know the 4 countries that make up the UK ➤ Know the surrounding seas of the United Kingdom (Atlantic Ocean, North Sea, Irish Sea and English Channel)  <b>Key Link-</b> Building UK geographical knowledge for the next term's history topic		<u><b>Are hot places always hot?</b></u>  <b>National Curriculum:</b> 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  <b>Core Skills:</b> ➤ Keep a weather chart ➤ Point out where the equator, north pole and south pole are on a globe or atlas  <b>Core Knowledge:</b> ➤ Know the main features of a hot and cold place ➤ Know how the weather changes with each season  <b>Key Link-</b> Building geographical knowledge for the next term's history focus on changes on holidays over time	
Year 2	<u><b>How are maps made?</b></u>  <b>National Curriculum:</b> 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 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.  <b>Core Skills:</b>		<u><b>Where does land meet the sea?</b></u>  <b>National Curriculum:</b> Name and locate the world's seven continents and five oceans. 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.  <b>Core Skills:</b> ➤ Label a diagram or photograph using some geographical words  <b>Core Knowledge:</b>		<u><b>Is Kenya more than a Safari destination?</b></u>  <b>National Curriculum:</b> Use basic geographical vocabulary to refer to: key physical features  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.  <b>Core Skills:</b> ➤ Find out about a locality by using different sources of evidence	

	<ul style="list-style-type: none"> <li>➤ Label a diagram or photograph using some geographical words</li> <li>➤ Find out about a locality by using different sources of evidence</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know the key features of a place</li> <li>➤ Know where they live on a map of the UK</li> <li>➤ Know how to draw a simple map of the school using a range of resources to help</li> </ul> <p><b>Link:</b> Building up locality knowledge from Year 1 unit. Moving from 'our school' and our homes.</p>	<ul style="list-style-type: none"> <li>➤ Know the world oceans and locate them on a map</li> <li>➤ Know the continents of the world and locate them on a map</li> <li>➤ Know the capital cities of England, Wales, Scotland and Ireland</li> <li>➤ Know a place outside Europe using geographical words</li> <li>➤ Know and describe some physical features of own locality</li> <li>➤ Know some human features of own locality, such as the jobs people do</li> <li>➤ Know what facilities a village or town might need</li> <li>➤ Know and say what they like and don't like about their locality and another</li> </ul> <p><b>Link:</b> Previous mapping skills unit- building in knowledge of using maps and atlases</p>	<ul style="list-style-type: none"> <li>➤ Find out about a locality by asking some good questions to someone else</li> </ul> <p><b>Enhancement:</b> Kenya day in school</p>
Year 3	<p><u><b>Do maps always show us the way?</b></u></p> <p><b>National Curriculum:</b> Use the eight points of a compass, four-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><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Identify key features of a locality by using a map</li> <li>➤ Begin to use a 4 figure grid references</li> <li>➤ Use some basic OS map symbols</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ To know and recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)</li> </ul> <p><b>Enhancement:</b> Orienteering around the school</p>	<p><u><b>What makes Italy inviting?</b></u></p> <p><b>National Curriculum:</b> Locate the world's countries, using maps to focus on Europe. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Confidently describe physical features in a locality</li> <li>➤ Locate the Mediterranean and explain why it is a popular holiday destination</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know and confidently describe human features in a locality</li> <li>➤ Know how the lives of people living in the Mediterranean would be different from their own</li> <li>➤ Know and locate some well-known European countries</li> </ul> <p><b>Enhancement:</b> Parent Exhibition</p> <p><b>Link:</b> Review with knowledge of the Roman Empire and significant Roman landmarks</p>	<p><u><b>Is fire a gift or a curse?</b></u></p> <p><b>National Curriculum:</b> describe and understand key aspects of: *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes and earthquakes</b>, and the water cycle. Identify the position and significance of Northern Hemisphere, Southern Hemisphere. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use correct geographical words to describe a place and the things that happen there</li> <li>➤ Use maps and atlases appropriately by using contents and indexes</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know how volcanoes are created</li> <li>➤ Know how earthquakes are created</li> <li>➤ Know how volcanoes have an impact on people's life</li> <li>➤ Know a number of countries in the Northern Hemisphere</li> <li>➤ Know and locate some of the world's most famous volcanoes</li> </ul>

			<p><b>Enhancement:</b> Building and lighting a fire</p> <p><b>Link:</b> Relate topic back to the technological advances with the use of fire in the Stone Age to Iron Age</p>
Year 4	<p><u><b>Are we British, European, or both?</b></u></p> <p><b>National Curriculum:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Label the same features on an aerial photograph as on a map</li> <li>➤ Use appropriate symbols to represent different physical features on a map?</li> <li>➤ Locate some of main islands that surround the UK</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know the difference between the British Isles, Great Britain and UK</li> <li>➤ Know some of main islands that surround the UK</li> </ul> <p><b>Key Link:</b> British values. Link to next History topic.</p>	<p><u><b>City or village: Where would you like to live?</b></u></p> <p><b>National Curriculum:</b> Human geography, including: types of settlement and land use.</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Carry out a research to discover features of cities and villages</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know the main features of a well-known city</li> <li>➤ Know the main features of a village</li> <li>➤ Know the main physical differences between cities and villages</li> <li>➤ Know why people are attracted to live in cities</li> <li>➤ Know why people may choose to live in a village rather than a city</li> </ul>	<p><u><b>Why should we rescue the rainforests?</b></u></p> <p><b>National Curriculum:</b> Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts.</b> Understand geographical similarities and differences through the study of human and physical geography of a region of North or South America.</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</li> <li>➤ Locate the Tropic of Cancer and the Tropic of Capricorn</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know how a locality has changed over time with reference to human features</li> <li>➤ Know and find different views about an environmental issue</li> <li>➤ Know different ways that a locality could be changed and improved</li> </ul>
Year 5	<p><u><b>Houses or habitats?</b></u></p> <p><b>National Curriculum:</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics-land-use patterns; <b>and understand how some of these aspects have changed over time</b></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><u><b>The last straw?</b></u></p> <p><b>National Curriculum:</b> locate the world's countries, using maps to focus on Europe, (including the location of Russia) and North and South America, <b>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b></p> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know what a place might be like in the future, taking account of issues impacting on human features</li> </ul>	<p><u><b>Is there more to North America than the USA?</b></u></p> <p><b>National Curriculum:</b> Human geography, including: types of settlement and land use, <b>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b> Locate the world's countries, using maps- North and South America</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Locate the USA and Canada on a world map and atlas</li> </ul> <p><b>Core Knowledge:</b></p>

	<p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Make detailed sketches and plans; improving their accuracy later</li> <li>➤ Collect information about a place and use it in a report</li> <li>➤ Map land use</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know how a location fits into its wider geographical location; with reference to physical features</li> </ul> <p><b>Link:</b> Review using pupil knowledge of the local area from Y4 Local History topic</p>	<p><b>Link:</b> Ensure coverage of the impact of the largest industrial nations- include the impact of North America</p>	<ul style="list-style-type: none"> <li>➤ Know how a location fits into its wider geographical location; with reference to human and economical features</li> <li>➤ Know how some places are similar and others are different in relation to their human and physical features</li> <li>➤ Locate and name the main countries in South America on a world map and atlas</li> <li>➤ Locate the USA and Canada on a world map and atlas</li> </ul> <p><b>Link:</b> Review America's impact on the environment</p>
Year 6	<p><b><u>Where do all the rivers flow?</u></b></p> <p><b>National Curriculum:</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (<b>including hills, mountains, coasts and rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time</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. Physical geography, including: rivers, mountains and the water cycle.</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use OS maps to answer questions</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know why many cities of the world are situated by rivers</li> <li>➤ Know how the water cycle works</li> <li>➤ Know why water is such a valuable commodity</li> <li>➤ Know why people are attracted to live by rivers</li> <li>➤ Name and locate many of the world's major rivers on maps</li> <li>➤ Name and locate many of the world's most famous mountain regions on maps</li> <li>➤ Recognise key symbols used on ordnance survey maps</li> </ul> <p><b>Enhancements:</b> Use residential to support observing rivers</p>	<p><b><u>Where's my place in the world?</u></b></p> <p><b>National Curriculum:</b> Use the eight points of a compass, 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</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Make careful measurements and use the data</li> <li>➤ Create sketch maps when carrying out a field study</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Confidently know scale and use maps with a range of scales</li> <li>➤ Recognise key symbols used on ordnance survey maps</li> </ul>	<p><b><u>Can humans exist in extremes?</u></b></p> <p><b>Time Zones</b></p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use maps, aerial photos, plans and web resources to describe what a locality might be like</li> <li>➤ Map land use with their own criteria</li> </ul> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know and give extended description of the physical features of different places around the world</li> <li>➤ Know how some places are similar and others are different in relation to their human features</li> <li>➤ Know and give an extended description of the human features of different places around the world</li> <li>➤ Know how some places are similar and others are different in relation to their physical features</li> <li>➤ Know the largest desert in the world</li> <li>➤ Know the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles</li> <li>➤ Know how the time zones work</li> </ul>



# Geography at Wantage CE Primary

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