



Geography Vision & Intent



Hand in hand together we can.....

Respect, Achieve, Enjoy, Believe!

“And so encourage one another and help one another, just as you are now doing.”

1Thessalonians 5.11

Our Curriculum Intent

| RESPECT | ACHIEVE | ENJOY | BELIEVE |
|---|---|--|--|
| <p>To encourage and support children at every stage.</p> <p>To support children’s development as people who care about others within our own lives, within our local community and the wider world.</p> | <p>To champion a progressive curriculum that builds on previous knowledge and skills.</p> <p>To ensure we embed greater fluency, depth and independence.</p> <p>To Identify gaps and build skills.</p> <p>To achieve well and attain good standards based on children’s own starting point.</p> | <p>Children learn best when they enjoy school and their learning. Wide ranging, engaging, exciting and interesting curriculum.</p> | <p>Through our shared Christian values, we can make a difference in our school, our community and the wider world.</p> |
| <p>VOCABULARY</p> <p>We prioritise the development of children’s vocabulary as a vital tool in learning and understanding the full curriculum.</p> | | <p>READING</p> <p>We recognise that reading is the key that unlocks all other learning for children.</p> | |

Our Geography Vision

| RESPECT | ACHIEVE | ENJOY | BELIEVE |
|---|--|---|--|
| <p>To learn together through discussion and collaboration.</p> <p>To listen to and respect the views of others when expressing opinions about places, people and environments.</p> <p>To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups.</p> <p>To develop a deep understanding of the Earth’s key physical and human processes and the impact that humans have on the natural world.</p> | <p>For all children to be immersed in and inspired by Geography.</p> <p>To inspire a curiosity and fascination about the world and people within it.</p> <p>To build geographical skill progression across key stages.</p> <p>To encourage children to have the confidence and resilience to challenge themselves and achieve across a progressive curriculum so that children can embed greater fluency and depth.</p> <p>To equip pupils to provoke and provide answers to questions about natural and human aspects of the world.</p> | <p>To develop all children’s understanding of their place in the world: to promote enjoyment, curiosity, enquiry, fascination and active learning.</p> <p>To offer children themed days, in school workshops and field trips working within a geographical theme to produce memorable learning experiences to further develop skills and understanding.</p> <p>For children to flourish, be their very best and have fun.</p> | <p>To help children understand their identity personally, locally, nationally and globally.</p> <p>To understand the link between human and physical processes in the world they live in and their place within it as an individual and a member of society.</p> |
| <p>VOCABULARY AND READING</p> <p>To use and display Geography specific vocabulary alongside skills and knowledge development in all lessons.</p> <p>To develop and use vocabulary specific to different physical and human environments and processes.</p> <p>To use and promote appropriate geographical vocabulary during other subject lessons such as English when reading and writing fiction and non fiction texts.</p> <p>To promote quality texts during English and whole class reading sessions that explore different parts of the world.</p> <p>To gain understanding of abstract geographical terms within an appropriate geographical context.</p> <p>Reading is the key that unlocks all other learning for pupils.</p> | | | |



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By the end of EYFS children will know and be able to...

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.
- Listen to and discuss stories set in different countries or with a geographical theme.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.
- Know and use the vocabulary to be able to talk to others about what they have learnt and to communicate with each other.

By the end of K.S. 1 children will know and be able to ...

- Develop knowledge about the world, the United Kingdom and our locality.
- Understand basic subject specific vocabulary relating to human and physical geography
- Begin to use geographical skills, including first hand observation, to enhance their local awareness.
- 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.
- 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.
- 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 geographical vocabulary to refer to key physical and human features.
- 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 and locational and directional language 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.

By the end of KS 2 children will know and be able to ...

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the characteristics of a range of the world's most significant human and physical features.
- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They will be taught to...

- 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 countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of altitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
- 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.
- Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Describe and understand key aspects of 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.
- 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 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.