



## **Intent**

At Naunton Park Primary School, it is our intention that Geography is taught through topic work, as part of a whole school topic-based approach to teaching and learning. This enables teachers to forge cross curricular links giving a meaningful context for the learning. We aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

The intent of our *Geography* is to:

- To help children understand how the human and physical features of a place shape its location and can change over time.
- To inspire pupils' curiosity to discover more about the world
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.

By the end of Key Stage 1 our children will learn to:

### **Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 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



By the end of Key Stage 2 our children will learn 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 in 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 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

**Implementation**

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. The geography curriculum at Naunton Park Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. When teaching geography the teachers should follow the children’s interests to ensure their learning is engaging, broad and balanced. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children’s different starting points. At Naunton Park Primary School we provide a variety of opportunities for geography learning inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. The children have had many opportunities to experience geography on educational visits. The children have explored the local area including shops, allotments and Pilley Bridge. Local museums such as The Wilson Museum also provide an opportunity to further geography learning and enable us to loan artefact boxes to enhance the topics.

| <i>Year Group</i> | <i>Units</i>  |
|-------------------|---|
| <i>Reception</i>  | Orientation around school, London Week; buildings, maps, locations, own knowledge |
| <i>Year 1</i>     | Our local area, Welcome to the UK   |



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|--------|---|
| Year 2 | Continents and oceans, map work, basic vocabulary to describe a less familiar area – South Pole<br>Local area – Cheltenham including Edward Wilson and Captain Robert Scott, Compare UK to Australia<br>Basic vocabulary to describe a less familiar area |
| Year 3 | Changes of Landscapes during prehistoric times.<br>Early Settlements  |
| Year 4 | Europe<br>Countries / Capitals<br>Countries<br>Borders<br>Physical Features - Iceland<br>Rivers   |
| Year 5 | Natural Disasters   |
| Year 6 | Lands of Contrast<br>Biomes<br>Compare and contrast hot and cold considering biomes, parts of the world, import/export and environmental management<br>Americas Regional Study<br>Maps and Mapping  |

The teaching of this subject will be adapted as required to enable children with SEND to access this area of the curriculum, in line with their individual needs and through liaison with the school SENDCo.

### **Impact**

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught (KWL grid)
- Images and videos of the children's practical learning.
- Sharing assemblies giving the children an opportunity to tell their peers about a trip/topic that they have been interested in
- Displays around the school showing experiences or pieces of work from their recent unit
- Interviewing the pupils about their learning (pupil voice).
- Marking of written work in books.