

Geography Statement of Intent:

Our geography curriculum will enable children to:

- Develop their curiosity about the world and their place in it.
- Acquire and apply geographical knowledge of diverse places, people and environments
- Become critical thinkers, through geographical enquiry
- Confidently communicate their understanding of human and physical geography and how they are linked

Implementation:

- In EYFS the children will learn new skills, knowledge and attitudes in the seven areas of the EYFS Framework. Their learning and development within these seven areas will be nurtured and challenged in the following ways.
 - Continuous provision that stimulates investigation and questioning through an enabling environment.
 - Child-initiated play where children can select resources for their own learning.
 - Adult modelling provides a framework for role-play and activities the children can then recreate and develop independently.
 - Adult led activities which will focus on direct teaching and guided learning.
- In KS1 and 2 Geography is taught in blocks throughout the year, so that children can achieve depth in their learning.
- Plans for each unit identify the key knowledge and skills (stated in the National Curriculum / the school's progression in geography document) and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. The learners will revisit geographical skills and knowledge in order to embed and deepen understanding.
- Key questions are identified in each unit as possible questions for geographical enquiry.
- Cross curricular outcomes are specifically planned for with strong links between geography, history, maths and literacy identified.
- From their locality to the wider world, the different locations studied have been chosen so children will gain an in-depth understanding of diverse places, people and resources.
- In KS1 Africa (Kaptalamwa)/ China (Changou) have been chosen as non-European locations that are in different continents.
- In LKS2 Brazil has been chosen as there are large differences between central Brazil and the rainforest. This unit also provides opportunities to link to environmental change discussed in UKS2. The unit focussed on Lincoln has good links to the Roman history topic.
- In UKS2 the children compare Lincolnshire to Cumbria. These counties are a similar size and both rural places. However, the landscapes contrast and a link can be made with the LKS2 unit of mountains. In UKS2 France and in particular Marseille are studied. This links to our MFL – French. Marseille's coastal region can be contrasted with Skegness (a unit studied in KS1).
- Fieldwork is an important element of geography at our school, so the local area and other locations within easy travelling distance eg. Lincoln, Snipedaes (river study) are fully utilised.

Subject Knowledge**Process Knowledge or key skills****EYFS**

Know where they live

Know names and functions of parts of the classroom, outdoor area and whole school site.

Know some features of a school in Nairobi, Kenya (Linked to book -My Life in Kenya – Alex Woolf)

Know that Antarctica is cold.

Know penguins live in Antarctica .(Linked to book -Lost and Found – Oliver Jeffers)

Know how different children journey to school (Linked to book - *The way to school*- Rosemary McCarney)
 Draw a simple map of immediate environment/story setting (eg. The Gruffalo, We're going on a bear hunt)
 Recognise some environments that are different to the one in which they live
 Recognise features on a adult-drawn plan of a built small world construction
 Draw a plan of a built small world construction
 Add features to an adult-initiated plan of imaginary setting
 Use symbols
 Compare our school with a school in a different country
 Compare journeys to school
 Identify difference between photographs of places
 Locate England and Antarctica on a globe.
 Draw information from a simple map
 Recognise some similarities and differences between life in this country and life in other countries
 Use relevant vocabulary to describe contrasting locations

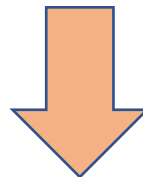
Class 2 Year A	Islands - Struay	Africa	Local Area
	<p>Know the location of Isle of Coll</p> <p>Know the features of Martin / Walcott</p> <p>Know that the human / Physical features of Island of Struay</p> <p>Know how to describe location using positional and locational language</p> <p>To read a map of the UK.</p> <p>To use simple maps.</p> <p>To identify map features.</p> <p>To make simple maps and plans.</p> <p>To use aerial photographs</p> <p>To give directions.</p> <p>To use directional language.</p>	<p>Know the seven continents and know the five oceans of the world</p> <p>Know the location of Africa and the UK</p> <p>Know the location of Kaptalamwa</p> <p>Understand physical/human features of Kaptalamwa</p> <p>Use world maps, atlases and globes</p> <p>To identify land and sea on a map</p> <p>To use simple geographical vocabulary</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator, North and South Poles</p> <p>To make comparisons and identify similarities and differences between local area and Kaptalamwa</p> <p>Ask simple geographical questions</p>	<p>Know the names/location of the four countries of the UK</p> <p>Know location of where we live in the UK</p> <p>Know key physical / human features of Martin / Walcott</p> <p>Know ways the local area could be improved</p> <p>use world maps, atlases and globes</p> <p>Use simple geographical language</p> <p>Use and interpret aerial maps of the village.</p> <p>Ask simple geographical questions</p> <p>use simple fieldwork and observational skills to study the human / physical features</p> <p>Devise a simple map, use and construct basic symbols in a key</p>
Class 2 Year B	Weather	China	Seaside
	<p>Know that the weather changes on a daily basis.</p> <p>Know how to record daily weather</p> <p>Know the key features of each season:</p> <p>Know the location of the North Pole, South Pole and equator on a world map.</p> <p>Know where hot and cold regions of the world are.</p> <p>Use simple fieldwork and observational skills.</p> <p>Identify daily / seasonal weather patterns in the UK.</p>	<p>Know the seven continents and know the five oceans of the world</p> <p>Know the location of Africa and the UK</p> <p>Know the location / physical / human features of Changou</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans</p> <p>To identify land and sea on a map</p> <p>To use geographical vocabulary</p> <p>To make comparisons and identify similarities and differences between local area and Changou</p> <p>To use compass points.</p>	<p>Know the names/location of the four countries of the UK</p> <p>Know that the UK is bordered by four seas:</p> <p>Know where local area and Skegness are located</p> <p>Know the physical/human features of Skegness / Local area</p> <p>To use an atlas/ globe</p> <p>To use geographical language.</p> <p>To compare physical/human features of a location.</p>
Class 3 Year A	All around the UK	Mountains	Lincoln
	<p>Know the difference between Great Britain and the United Kingdom</p> <p>Know the key physical features of UK</p> <p>Name and locate counties of the UK</p>	<p>Know definition of a mountain and how they are formed</p> <p>Know Mount Everest is the highest mountain in the world and its location</p> <p>Know a mountain range is a series of mountains in a line</p>	<p>Know the location of Lincolnshire / Lincoln within the UK</p> <p>Know the physical / human features of Lincoln / Lincolnshire</p> <p>Know the similarities and difference in physical / human features of Lincoln and Martin/Walcott</p>

	<p>Know the location of some UK cities identify where countries are within the UK and key topographical features. Make comparisons between locations using aerial photographs -Use basic geographical vocabulary eg mountain, port, harbour -interpret maps -Use 4 figure grid references, symbols and key) and 8-point compass to locate specific features and build knowledge of the UK.</p>	<p>Know a simple explanation of a volcano Know some of the advantages / disadvantages of living near Volcanoes Know that an earthquake is a vibration of the Earth's crust and is measured on the Richter scale Use a widening range of geographical terms eg mantle, crust, Make comparisons between locations using aerial photos / pictures. Interpret maps, globes, atlases Ask and respond to geographical questions use 8 points of the compass use 4 figure grid references -Begin to understand some reasons why people have different views about an issue</p>	<p>-Interpret maps, globes, atlases -Know how the locality is set within a wider geographical context -Ask and respond to geographical questions -Make comparisons between locations using aerial photos/pictures -Make fieldwork sketches / diagrams. -Use 8 points of the compass. -Identify physical/ human features of the locality. -explain about trade, land use within the place studied -Make plans using symbols and keys – for example when mapping human features of Lincoln -draw accurate maps with complex keys</p>
Class 3 Year B	South America – Brazil - the Rainforest	Antarctica	
	<p>Know the location of Brazil and the Amazon Rainforest Know physical features of Brazil and the Amazon Rainforest Know similarities and differences between Brazil and the Amazon rainforest and the UK Understand the climate of Brazil and the Amazon Rainforest Know some environmental concerns for the Amazon rainforest Know some human geographical features of Brazil and the Amazon rainforest Understand the term 'Fair Trade' Interpret maps, globes, atlases to locate countries and key features Use 8 points of the compass Make plans using symbols and keys Use 4 figure grid references Identify human / physical features of the locality understand why there are similarities and differences between places Use basic geographical vocabulary Understand why some people have different views about an issue. – Recognise that people have differing qualities of life living in different locations and environments -Understand the effect of landscape on the development of a locality -Understand why some people have different views about an issue. -Describe how people have been affected by changes in the environment -Explain about natural resources, trade, land use within the place studied</p>	<p>Know the location of Antarctica Understand the lines of longitude meet at the North and South pole Know the physical features of the Antarctic Know how the climate differs in the Antarctic to in the UK Know some of the species that live in the Antarctic habitat (Biome) Know there are very few human geographical features in the Antarctic Know some of the environmental threats to Antarctica Identify the location of Antarctica Ask and respond to geographical questions Use geographical vocabulary to describe location Identify physical features on aerial photographs Make comparisons between locations Understand the effect of landscape on the development of a locality Begin to understand some reasons why people have different views about an issue.</p>	
Class 4 Year A	All around the World	Comparing a region of UK – Lincolnshire with Cumbria	Environmental Issues
	<p>Know the location of some of the major countries of the world Know some of the capital cities around the world Know how time zones work -use 8 points of compass, 4 and 6 figure references, symbols and keys to explore the wider world -identify the position of Equator, Tropics or Cancer, Capricorn -locate a place using longitude and latitude</p>	<p>Know the location of Cumbria Know the main physical / human features of Cumbria Know some similarities / differences between Lincolnshire / Cumbria Know some environmental impacts of tourism in the Lake District, -use maps, atlases, globes and digital mapping to locate countries and describe features studied</p>	<p>Know and understand what pollution is Know and understand what greenhouses gases are Know about causes, effects and solutions to combat greenhouse gases. Know some basic facts about Greta Thunberg Know and understand the causes, effects and solutions to plastic pollution. be able to use a widening range of geographical terms: specific topic vocabulary eg pollution, environment, Understand how human affect the environment over time.</p>

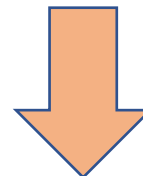
	-identify and describe the significance of the Greenwich Meridian and time zones	-use 8 points of compass, 4 and 6 figure references, symbols and keys understand the physical / human features of a place understand why people seek to manage and sustain their environment	Understand why people seek to manage and sustain their environment
Class 4 Year B	Rivers	Contrasting region in Europe - France	Biomes, Vegetation Belts, Climate
	<p>Know the process of the water cycle</p> <p>Know the features of a river</p> <p>Understand the concept of erosion, transportation, deposition</p> <p>Know and locate some of rivers around the world</p> <p>Explain the process of the water cycle using geographical vocabulary</p> <p>use fieldwork to observe, measure, record and present to draw sketch maps, plans and graphs</p>	<p>Know the location of main countries / capital cities of Europe</p> <p>Know longest river, highest mountains in Europe</p> <p>Know the main mountain ranges Alps / Pyrenees / rivers in France. France is bordered by Germany, Belgium, Luxembourg, Spain and capital city is Paris</p> <p>Know main mountain ranges, rivers in France.</p> <p>Know location of Marseille and why people visit it.</p> <p>-use maps, atlases, globes and digital mapping to locate countries</p> <p>-use 8 points of compass, 4 and 6 figure references, symbols and keys</p> <p>-identify the position of Equator, Tropics of Cancer, Capricorn</p> <p>know and describe where a variety of places are in relation to human / physical features</p> <p>-explain about natural resources, trade, land use, food,</p>	<p>Know the location of main land biomes of the world – aquatic, desert, forest, grassland, tundra</p> <p>Know some animals and plants and how they are adapted to the biome environment.</p> <p>Know the environmental threats for each biome</p> <p>use maps, atlases, globes and digital mapping to locate countries and describe features</p> <p>-identify the position of Equator, Tropics of Cancer, Capricorn</p> <p>-describe and understand climate zones, biomes,</p> <p>--understand why there are similarities and differences between places</p> <p>-identify changes to the world environments over time</p>

Geographical Enquiry

Question

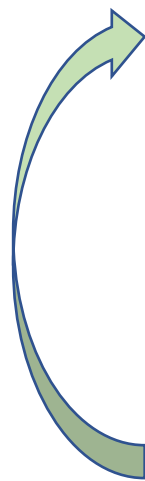


Plan enquiry

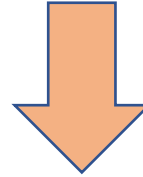


Collect and present data





Conclude



Evaluating