



INTENT






- To teach, develop, reinforce and apply geography skills as children progress through our school, returning to concepts and language to help embed them in long term memory.
- To provide experiences and learning to enhance the cultural capital of our children including fieldwork, use of interesting and relevant media and suitable texts to read.
- To develop future citizens with an awareness of and interest in their environment – whether locally, nationally or internationally.
- To use the Chris Quigley Curriculum Companion to assist teaching staff with geography subject knowledge, planning and assessment.

IMPLEMENTATION

- Our geography curriculum is summarized in the following schematic.
- Thematic learning will provide different contexts for geographical knowledge and skills learning as children progress through school.
- Most work outputs will be evidenced in Learning Journals.
- Adults will teach pupils and model the use of target vocabulary in a variety of contexts to assist transfer of knowledge and concepts to long term memory over time.

IMPACT

- Classroom Monitor will reflect progress made through skills-based teaching.
- Learning Walks, Work scrutiny, Pupil Voice & learning environment all reflect an interest in the subject.
- In a range of practical experiences, such as fieldwork and other hooks for learning undertaken in each milestone cycle, teachers will observe pupils to check show the progression and application of geography skills learned.
- Children use geographic vocabulary appropriately and confidently.
- Children use their experience of trips and fieldwork to enhance subject learning, making connections between prior and new learning to develop use of long-term memory this is checked through pupil voice, books and assessment.
- Children become aware of possibilities for their future lives through this subject.

	PLACES			PATTERNS			COMMUNICATING GEOGRAPHY
	LOCATION KNOWLEDGE	PHYSICAL FEATURES	HUMAN FEATURES	DIVERSITY	PHYSICAL PROCESSES	HUMAN PROCESSES	TECHNIQUES & VOCABULARY
	<p>Early Learning Goal People and Places</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 						
	<p>Name & Locate:</p> <p>UK World Continents & Seas</p>	<p>Oceans Continents Equator Tropics Mountains/hills/valleys River/ Stream Sea/Ocean Coast/Island</p>	<p>Country Capital Town/Village Farms/fields</p>	<p>Landscape & use Climate & Weather Vegetation Population Wealth Resources</p>	<p>Weather Climate Seasons</p>	<p>Transport Travel Leisure & tourism</p>	<p>Fieldwork Keys Symbols and representation Directions Compass points</p>
	<p>Identify, name & locate. Compare and contrast. Explain, identify & reason. Begin to explain processes.</p> <p>UK World Europe South America</p>	<p>Tectonic plates Tropics River stages & features Volcanoes Rocks & Soils Rainforest</p>	<p>Town/City/Capital Air & Sea Ports Coastal features Buildings & uses</p>	<p>Hemispheres, Meridians & Time zones Agriculture & food</p> <p>Describe change over time</p>	<p>Water Cycle & Weather Tectonics, earthquakes and volcanoes Natural disasters</p>	<p>Settlement Trade Journeys Pollution</p>	<p>Coordinates Grid references GIS & Data</p>
	<p>Name and locate countries and towns. Identify and describe locations. Identify physical and human characteristics. Collect and analyze data to draw conclusions. Analyze different geographic representations</p> <p>UK World Continents & Seas Europe and Asia North America</p>	<p>Environments Ranges Scale</p>	<p>Land use Agriculture</p>	<p>Describe change over time</p> <p>Make conclusions and understand dependencies</p>	<p>Weather & Climate zones Biomes Ocean circulation Climate Change</p>	<p>Industry & Economics Import/Export Distribution Conflict & Migration Human impact on the landscape & environment.</p>	