

| Subject Area | Outcomes for Years KS1 <i>(from Beginning to Progressing to Embedded)</i> | | | |
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| | Attitudes... <i>...we want to develop</i> | Skills: <i>What we want each child to be able to do</i> | Strategies: <i>How we will teach it</i> | Evidence for Assessment: <i>How we will decide that they've learnt it</i> |
| | <p>Love of the world and the environment</p> <p>Curiosity about the world around them and ask searching questions</p> <p>An investigative approach in lessons especially fieldwork</p> <p>An inquiring attitude to the world in which they live</p> <p>An open mindedness to other cultures and places</p> | <p>There are 4 strands to the geography curriculum (in bold) These all need to be covered during the year. They are interlinked and could be combined within one unit of work.</p> <p>Location knowledge</p> <ul style="list-style-type: none"> To be able to ask geographical questions Name, locate and identify characteristics the four countries of UK and 7 continents and 5 oceans Draw a simple map of real or imaginary place Use geographical vocabulary accurately eg season, weather, ocean, shop, office, farm, city, town, mountain, sea, vegetation Use North, South, East, West to describe routes familiar to them Use a simple atlas <p>Place knowledge</p> <ul style="list-style-type: none"> Ask questions about locations and think about why places in the UK are different. Think about both human and physical geography Have open mindedness to different ways of life Examine similarities and differences with their own location and compare with a European location Why are some places hot and other places cold? To know that places change over time (link with history) <p>Human and Physical geography</p> <ul style="list-style-type: none"> To understand both physical and human features and why they are different around the world eg lesCan you find a desert in the UK? Why not? To look at how geographical features have an impact on our lives.eg Why are houses different in other parts of the world and explain why Link these to field work if possible <p>Geographical skills and fieldwork To plan an individual or group local field work activity and carry it out. Skills needed are</p> | <p>Geography is not just about teaching knowledge and facts.</p> <p>A more creative approach allows pupils to</p> <ul style="list-style-type: none"> investigate explore question observe have opinions about the world around them, <p>Does your unit allow for all of the above?</p> <p>Use opened questions Eg How is this place changing over the seasons? Where would you like to live and why? Why do children wear different clothes in other parts of the world?</p> <p>Fieldwork is vital so that pupils gain practical skills and become observant by gathering their own data. The local woods are ideal.</p> <p>Use a variety of sources – Videos, newspapers/ News Round, holiday pictures/artefacts</p> <p>Have world map in every class and refer to it regularly to show that geography is a wide and everyday subject.</p> | <p>Formative observation</p> <p>Discussions in class</p> <p>Children should be able to be able to make a point, give evidence and explain their reasoning.</p> <p>Quiz on map of world</p> <p>Reuse geographical vocabulary in regular class lessons to embed it into pupil's language bank.</p> <p>Summative piece of work.(Be creative - this does not have to be written work on paper)</p> <p>Eg Big Enquiry outcome with photos of evidence, fieldwork folder, drawing of their newly designed and created village.</p> |

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| | | | <ul style="list-style-type: none">• Plan and ask geographical questions• Collect information – different tree types, routes to school• Draw map of route eg walk to school/woods Individual ideas to be used rather than teaching specific mapping skills• Record data in a range of ways – maps, graphs, drawings, tally• Use a key with basic symbols (Can be of their own design) | | |
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| Subject Area | Outcomes for Years KS2 (from <i>Beginning</i> to <i>Progressing</i> to <i>Embedded</i>) | | | |
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| | Attitudes... ...we want to develop | Skills: <i>What we want each child to be able to do</i> | Strategies: <i>How we will teach it</i> | Evidence for Assessment: <i>How we will decide that they've learnt it</i> |
| | <p>Love of the world and the environment</p> <p>Curiosity about the world around them and ask searching questions</p> <p>An investigative approach in lessons especially fieldwork</p> <p>An inquiring attitude to the world in which they live</p> <p>An open mindedness to other cultures and places</p> | <p>There are 4 strands to the geography curriculum (in bold) These all need to be covered during the year. They are interlinked and could be combined within one unit of work.</p> <p>Location knowledge</p> <ul style="list-style-type: none"> To be able to ask geographical questions Locate 7 continents, 5 oceans plus main world countries and location of physical features by y6 eg rivers, mountains, deserts To know the difference and use political, physical maps + aerial images Label equator, Capricorn/Cancer, Arctic/Antarctic circle + longitude and latitude lines linked with study of country Use an atlas and 8/16 points of compass Use geographical vocabulary accurately eg climate, weather, latitude/longitude, land use patterns, time zone, river characteristics, energy, water cycle, natural resource, <p>Place knowledge</p> <ul style="list-style-type: none"> Ask questions about locations and think about why places in the UK are different eg Why can't ice sheets be located in the UK? Have open mindedness to different ways of life Examine similarities and differences with their own location and another one outside the UK Specific country study eg India or Single country in Africa (avoid stereotypes) Know where the country with reference to the UK <p>Human and Physical geography</p> <ul style="list-style-type: none"> To understand both physical and human features and the links them when studying a country eg volcanoes and rivers -why are villages/towns/cities located beside them? Look at trade, land use, natural resources, climatic zones, water cycle, coastal features within the topic of study To look at how geographical features have an impact on our lives.eg why do we not live in Antarctica? Why are most settlements located by the River Nile? | <p>Geography is not just about teaching knowledge and facts.</p> <p>A more creative approach allows pupils to</p> <ul style="list-style-type: none"> investigate explore question observe have opinions about the world around them, <p>Does your unit allow for all of the above?</p> <p>Use opened questions Eg How is this place changing? Why do people live by volcanoes?</p> <p>Link geography to other subjects. Eg debate in English</p> <p>Fieldwork is vital so that pupils gain practical skills and become observant by gathering their own data. Ideally this will be pupil led by Y6.</p> <p>Use a variety of sources – Videos, newspapers/ News Round, holiday pictures/artefacts. This can be covered in Early morning work and LINK with other curriculum areas.</p> <p>Have world map in every class and refer to it regularly to show that</p> | <p>Formative observation</p> <p>Discussions in class</p> <p>Children should be able to be able to make a point, give evidence and explain their reasoning using geographical language</p> <p>Regular Quiz on map of world</p> <p>Summative piece of work.(Be creative - this does not have to be written work on paper)</p> <p>Eg model of volcano, fieldwork folder, group model of working river, drawing of their newly designed and created village, explaining why certain features are located there?</p> <p>Ask pupils to locate a feature on an OS map when given 4 fig grid ref and identify both physical and human features (eg contours and land use) Be able identify common OS symbols</p> |

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| | | | <ul style="list-style-type: none"> • Field work to be covered in LKS (Juniper Hall) and UKS (??) <p><u>Geographical skills and fieldwork</u> To plan an individual or group local field work activity and carry it out. Skills needed are</p> <ul style="list-style-type: none"> • Plan and ask geographical questions. Pupil lead by UKS2 • Observe, Measure, Record and Collect information and analyse it • Understand how to draw a field sketch • Use OS maps and know the common OS symbols and 4 and 6 fig grid refs <p style="text-align: center;">Use maps with different scale</p> | <p>geography is a wide and everyday subject.</p> | |
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| <p>Love of the world and the environment</p> <p>Curiosity about the world around them and ask searching questions</p> <p>An investigative approach in lessons especially fieldwork</p> <p>An inquiring attitude to the world in which they live</p> <p>An open mindedness to other cultures and places</p> | <p>There are 4 strands to the geography curriculum (in bold) These all need to be covered during the year. They are interlinked and could be combined within one unit of work.</p> <p><u>Location knowledge</u></p> <ul style="list-style-type: none"> • To be able to ask geographical questions • Locate 7 continents, 5 oceans plus main world countries and location of physical features by y6 eg rivers, mountains, deserts • To know the difference and use political, physical maps + aerial images • Label equator, Capricorn/Cancer, Arctic/Antarctic circle + longitude and latitude lines linked with study of country • Use an atlas and 8/16 points of compass • Use geographical vocabulary accurately eg climate, weather, latitude/longitude, land use patterns, time zone, river characteristics, energy, water cycle, natural resource, <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • Ask questions about locations and think about why places in the UK are different eg Why can't ice sheets be located in the UK? • Have open mindedness to different ways of life • Examine similarities and differences with their own location and another one outside the UK • Specific country study eg India or Single country in Africa (avoid stereotypes) Know where the country with reference to the UK <p><u>Human and Physical geography</u></p> <ul style="list-style-type: none"> • To understand both physical and human features and the links them when studying a country eg volcanoes and rivers -why are villages/towns/cities located beside them? • Look at trade, land use, natural resources, climatic zones, water cycle, coastal features within the topic of study • To look at how geographical features have an impact on our lives.eg why do we not live in Antarctica? Why are most settlements located by the River Nile? • Field work to be covered in LKS (Juniper Hall) and UKS (??) <p><u>Geographical skills and fieldwork</u> To plan an individual or group local field work activity and carry it out. Skills needed are</p> <ul style="list-style-type: none"> • Plan and ask geographical questions. Pupil lead by UKS2 • Observe, Measure, Record and Collect information and analyse it • Understand how to draw a field sketch • Use OS maps and know the common OS symbols and 4 and 6 fig grid refs • Use maps with different scale | <p>Geography is not just about teaching knowledge and facts.</p> <p>A more creative approach allows pupils to</p> <ul style="list-style-type: none"> • investigate • explore • question • observe • have opinions about the world around them, <p>Does your unit allow for all of the above?</p> <p>Use opened questions Eg How is this place changing? Why do people live by volcanoes?</p> <p>Link geography to other subjects. Eg debate in English</p> <p>Fieldwork is vital so that pupils gain practical skills and become observant by gathering their own data. Ideally this will be pupil led by Y6.</p> <p>Use a variety of sources – Videos, newspapers/ News Round, holiday pictures/artefacts. This can be covered in Early morning work and LINK with other curriculum areas.</p> <p>Have world map in every class and refer to it regularly to show that geography is a wide and everyday subject.</p> | <p>Formative observation</p> <p>Discussions in class</p> <p>Children should be able to be able to make a point, give evidence and explain their reasoning using geographical language</p> <p>Regular Quiz on map of world</p> <p>Summative piece of work.(Be creative - this does not have to be written work on paper)</p> <p>Eg model of volcano, fieldwork folder, group model of working river, drawing of their newly designed and created village, explaining why certain features are located there?</p> <p>Ask pupils to locate a feature on an OS map when given 4 fig grid ref and identify both physical and human features (eg contours and land use) Be able identify common OS symbols</p> |
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