



'God's love shines through us by the work of our hands'

let your light shine before others, so that they may see your good works and give glory to your Father in heaven.
(Matt. 5:14-16)

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

Geography

Intent:

Our Geography curriculum helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

The curriculum helps to expand pupil's knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Implementation:

Geography is taught over a 2-year cycle, so that children can achieve depth in their learning. Each cycle ensures key knowledge and skills are built on progressively and that children develop skills systematically. The Geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. There are opportunities to study and explore the local area, with extensive opportunities for learning outside the classroom embedded in practice.

Impact:

Outcomes in progress books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. This ensures that they are well prepared for the next steps of their education.

Long Term Planning

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1-Reception						
Class 2 Yr 1/2	<p style="text-align: center;"><u>The UK</u></p> <p style="text-align: center;"><u>Locational knowledge</u></p> <p><i>Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</i></p> <p><i>Use basic geographical vocabulary to refer to key physical features, including:</i> <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></p>		<p style="text-align: center;"><u>Weather of the world</u></p> <p style="text-align: center;"><u>Locational knowledge</u></p> <p><i>Can I name and locate the world's seven continents and five oceans?</i></p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u></p> <p><i>Can I 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?</i></p> <p><i>Can I 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?</i></p> <p><i>Use basic geographical vocabulary to refer to:</i> <i>Seas and oceans.</i></p> <p><i>Use basic geographical vocabulary to refer to key human features, including:</i></p>		<p style="text-align: center;"><u>A local study of Norley Village</u></p> <p style="text-align: center;"><u>Place knowledge</u></p> <p><i>Can I 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?</i></p> <p><i>Use basic geographical vocabulary to refer to:</i> <i>Key physical features, including:</i> <i>Beach, cliff, coast, forest, hill, mountain, river, soil, valley and vegetation.</i></p>	

		<i>Cities, towns and villages.</i>	
Class 3 Yr 3/4	<p><u>A study on Stonehenge and Hadrian's wall</u></p> <p><u>Location knowledge</u> Can I study the United Kingdom, its geographical regions and their identifying human and physical characteristics, key topographical features (Including hills and mountains) and to understand how some of these aspects have changed over time?</p>	<p><u>Volcanoes</u></p> <p><u>Location knowledge</u> Can I locate the world's countries, using maps to focus on Europe (including the location of Russia) Concentrating on their environmental regions, key physical and human characteristics, countries and major cities?</p> <p><u>Human and physical geography</u> Can I describe and understand physical geography, including: volcanoes and earthquakes?</p>	<p><u>A local study of Norley</u></p> <p><u>Location knowledge</u> Can I name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and the land – use patterns. To have an understanding of how some of these have changed over time?</p> <p><u>Geographical skills and fieldwork</u> Can I 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?</p> <p><u>Human and physical geography</u> Can I describe and understand key aspects of rivers, mountains, and the water cycle?</p>
Class 4 Yr 5/6	<p><u>Inventions</u></p> <p><u>Geographical skills and fieldwork</u> Can I use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p>	<p><u>North America</u></p> <p><u>Location knowledge</u> Can I locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities?</p> <p><u>Place knowledge</u> Can I understand geographical similarities and differences through the study of human and</p>	<p><u>Norley Village</u></p> <p><u>Geographical skills and fieldwork</u> Can I use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p><u>Human and physical geography</u> Can I describe and understand physical</p>

			<p>physical geography of a region within North America?</p> <p><u>Geographical skills and fieldwork</u> Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p><u>Human and physical geography</u> Can I describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?</p> <p>Can I describe and understand 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?</p>		<p>geography, including: climate zones, biomes and vegetation belts?</p>	
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1-Reception						
Class 2 Yr 1/2	<p><u>Castle and their locations</u></p> <p><u>Geographical skills and fieldwork</u> Can I 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?</p> <p><i>Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p>		<p><u>World maps</u> <u>Weather of the world</u></p> <p><u>Human and physical geography</u> Can I 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?</p> <p><i>Use basic geographical vocabulary to refer to: Seasons and weather.</i></p>		<p><u>Norley School grounds</u></p> <p><u>Geographical skills and fieldwork</u> Can I 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?</p>	

<p>Class 3 Yr 3/4</p>	<p>France and Europe</p> <p><u>Place knowledge</u> Can I understand geographical similarities and differences through the study of human and physical geography of a region in a European country?</p>	<p>Robots/ forces and Magnets</p> <p><u>Geographical skills and fieldwork</u> Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I use the eight points of a compass, four and six-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?</p>	<p>Anglo Saxons/ Vikings</p> <p><u>Location knowledge</u> Can I 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)?</p>
<p>Class 4 Yr 5/6</p>	<p>Where did the Mayan come from?</p> <p><u>Geographical skills and fieldwork</u> Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I use the eight points of a compass, four and six-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?</p>	<p>Greeks</p> <p><u>Place knowledge</u> Can I understand geographical similarities and differences through the study of human and physical geography of a region within the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Geographical skills and fieldwork</u> Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p><u>Human and physical geography</u> Can I 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</p>	<p>Egyptians</p> <p><u>Location knowledge</u> Can I locate the world's countries, using maps to focus on n Europe (including the location of Russia) and North and South America , concentrating on the environmental regions, key physical and human characteristics, countries and major cities?</p> <p><u>Place knowledge</u> Can I understand geographical similarities and differences through the study of human and physical geography of a region South America?</p> <p><u>Location knowledge</u> Can I 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</p>

		including energy, food, minerals and water?	Meridian and time zones (including day and night)?
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