



‘Be the light...’

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

<i>Cycle A</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Class 1-Reception</i>	<u><i>Understanding of the World 3-4 years</i></u> <u><i>People, Culture and Community.</i></u> <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i> <i>Recognise some environments that are different to the one in which they live.</i> <u><i>Field Work Opportunities</i></u> <i>Explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)</i> <i>Experience different weather conditions and their impact on the environment.</i>		<u><i>Understanding of the World 4-5 years</i></u> <u><i>People, Culture and Community.</i></u> <u><i>The Natural World</i></u> <i>Explore the natural world around them.</i> <i>Recognise some similarities and differences between life in this country and life in other countries.</i> <u><i>Field Work Opportunities</i></u> <i>Explore the immediate local area through walks and visits to selected sites.</i>		<u><i>Understanding of the World ELG</i></u> <u><i>The Natural World</i></u> <i>Draw information from a simple map.</i> <i>Explain some similarities and differences between the natural world around them and contrasting environments.</i> <u><i>Field Work Opportunities</i></u> <i>Expressing their feelings about places they visit, saying which features they like/dislike.</i>	

<p><i>Class 2 Yr 1/2</i></p>	<p><u>The UK</u></p> <p><u>Locational knowledge</u> <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</i> <i>key physical features, including:</i> <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></p> <p><u>Field Work Opportunities</u></p> <p><i>Investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on.</i></p>	<p><u>Weather of the world</u></p> <p><u>Locational knowledge</u> <i>Can I name and locate the world's seven continents and five oceans?</i></p> <p><u>Geographical skills and fieldwork</u> <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</i> <i>key human features, including:</i> <i>Cities, towns and villages.</i></p> <p><u>Field Work Opportunities</u></p> <p><i>Explore the local area of the school to investigate the range of buildings,</i></p>	<p><u>A local study of Norley Village</u></p> <p><u>Place knowledge</u> <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> <p><u>Field Work Opportunities</u></p> <p><i>Investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area.</i></p>
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		roads, green spaces and other local features.	
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>Field Work Opportunities</u></p> <p>To use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school' and 'Where does the food for school dinners come from?'</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>Field Work Opportunities</u></p> <p>When learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem.</p> <p>When learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use).</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> <p><u>Field Work Opportunities</u></p>

			<p>When learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers).</p> <p>Take fieldtrips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography, as appropriate to the curriculum plan.</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>Field Work Opportunities</u> When learning about settlements, to investigate how buildings, land use and</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 physical geography of a region within North America?</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 geography, including: climate zones, biomes and vegetation belts?</p>

	<p>local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed.</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><u>Field Work Opportunities</u></p> <p>To use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?'</p> <p>Take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan.</p>
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Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1-Reception	<u>Understanding of the World 3-4 years</u> <u>People, Culture and Community.</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some environments that are different to the one in which they live.		<u>Understanding of the World 4-5 years</u> <u>People, Culture and Community.</u> <u>The Natural World</u> Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries.		<u>Understanding of the World ELG</u> <u>The Natural World</u> Draw information from a simple map. Explain some similarities and differences between the natural world around them and contrasting environments.	
Class 2 Yr 1/2	<u>Castle and their locations</u> <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? Use basic geographical vocabulary to refer to: Key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop.</i> <u>Field Work Opportunities</u> Take a short journey by bus, tram or train to investigate a slightly more		<u>World maps</u> <u>Weather of the world</u> <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? Use basic geographical vocabulary to refer to: <i>Seasons and weather.</i> <u>Field Work Opportunities</u> Investigate different weather conditions through observation and by making and using simple measurement		<u>Norley School grounds</u> <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? <u>Field Work Opportunities</u> Visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate	

	<i>distant site that contrasts with the immediate local area.</i>	<i>devices (e.g. to record wind direction, to measure rainfall).</i>	<i>why people go there.</i>
<i>Class 3 Yr 3/4</i>	<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><u>Field Work Opportunities</u> When learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community). When learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices.</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><u>Field Work Opportunities</u> To use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school' and 'Where does the food for school dinners come from?'</p>
<i>Class 4 Yr 5/6</i>	<p>Egyptians</p> <p><u>Geographical skills and fieldwork</u></p>	<p>Greeks</p> <p><u>Place knowledge</u></p>	<p>Where did the Mayan come from?</p> <p><u>Place knowledge</u></p>

	<p><i>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</i></p> <p><i>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?</i></p> <p><u>Location knowledge</u></p> <p><i>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?</i></p> <p><u>Field Work Opportunities</u></p> <p><i>When learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past.</i></p>	<p><i>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</i></p> <p><u>Geographical skills and fieldwork</u></p> <p><i>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</i></p> <p><u>Human and physical geography</u></p> <p><i>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 including energy, food, minerals and water?</i></p> <p><u>Field Work Opportunities</u></p> <p><i>When learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling.</i></p>	<p><i>Can I understand geographical similarities and differences through the study of human and physical geography of a region South America?</i></p> <p><i>Locate the Maya and compare to where Romans, Anglo Saxons and Vikings came from.</i></p> <p><u>Location knowledge</u></p> <p><i>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)?</i></p>
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