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| **Widecombe-in-the-Moor Primary**  **Geography Curriculum Plan**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school.  The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It needs to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved.  Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Vocabulary List**   |  |  |  | | --- | --- | --- | | Baseline | Lower KS1 | Upper KS1 | | street  left  teacher  house  right  caretaker  bungalow  forwards  Head Teacher  school  backwards  cleaner  church  above  Police Officer  zebra crossing  under  doctor  traffic lights  tunnel  dentist  bridge  roundabout  map | near  transport  wind  far  lorry  snow  left  bus  rain  right  car  hail  building  summer  fog  plan  winter  wet  globe  autumn  dry  journey  spring  hot  travel  seasons  cold  long  short  wide  bungalow  junction  narrow  town  Village  Farm  Widecombe  Moorland  Dartmoor | England  location  Dublin  Scotland  route  Equator  Northern Ireland  aerial view  North Pole  Eire  landscape  South Pole  Wales  environment  Irish Sea  North  London  North Sea  South  Edinburgh  English Channel  east  Cardiff  local  west  Belfast  distant  semi-detached  terraced  address  larger  smaller  behind  city  desert  ocean  beach  cliff  coast  forest  hill  mountain  sea  river  valley  soil  vegetation  seasonal  port  harbour  factory |   **Lower KS2 Vocabulary List**   |  |  | | --- | --- | | Settlement valley mountain community  Vegetation weathering landscape soil  erosion [within weathering] relief map  peat port political map loam  harbour cliff clay factory ocean lake  office fieldwork transport [carry]  industry sketch diagram compass  North East South East North West South West  Weather climate zone polar equator  Tropical longitude latitude environment  Tropic of Cancer Tropic of Capricorn | Greenhouse warm polytunnel contour humid  intensive farming height coastal arable farming  hydroponics evaporation market gardening  allotment precipitation mixed farming  distribution condensation organic farming  import hemisphere distance export  productivity scale native/ indigenous  natural resources grid reference sustainable  man-made materials satellite weathering/erosion  hemisphere settlement patterns natural disaster  tropical inland ox-bow lake polar  urban/ rural spring [water] trade  Fairtrade |   **Upper KS2 Vocabulary List**   |  |  | | --- | --- | | climate/ weather flood plain deposition climate zones  meander transportation tributary surface confluence  vegetation belts sea level mouth river grid reference  source delta terrain products ox-bow lake features  industrial grid reference contour lines continent  landscape natural sub-continent water cycle  population development arid precipitation  irrigation evaporation condensation ground water  settlement industry tourist excursion | scale [maps] contours migrate naturalised Arctic  disperse indigenous Antarctic sustainability immigrant  renewable natural disaster survey population  natural resources questionnaire biomes canopy [trees]  latitude vegetation belts Ordnance Survey longitude  climate zones distance Greenwich/Prime Meridian  conservation scale Time zone  pollution grid reference Northern hemisphere export  symbols Southern hemisphere import  urban Tropic of Capricorn tropical rural  Tropic of Cancer equatorial land use Equator  Subterranean congestion latitude  Location pollution longitude  minutes[location] tectonic plates deforestation magma |   **Rolling Programme**  At Widecombe, we have a 2-year rolling programme in KS1 and a 4-year rolling programme in KS2 which has been built around History and Geography and which enables us to teach our topics in a cross curricular way. Teachers have mapped out high quality texts which link to our topics, and these are used for literacy sequences and class read alouds. We also adapt the learning in other areas to complement our topics – whilst ensuring we still have a progression of skills in each year group which gives greater cohesion to our curriculum. We feel that the overall learning experience is then more meaningful for the children and it allows for a greater depth of learning to occur as well as incorporating ‘child voice’ and ‘possibilities’ in the process of teaching and learning.  All of the children in our school access outdoor learning (Forest School) which links to our geography and history and we use this opportunity to offer rich learning experiences. For example, when studying the rainforest, the children in KS2 explored the layers of the forest by seeing, feeling and drawing them and were able to compare this to the layers of vegetation in the Amazon rainforest. We feel that memorable, immersive learning opportunities are more engaging and help children to maintain their learning for longer. They can then build on the skills and knowledge acquired in one area of their learning to inform another.  **Fieldwork and Trips**  The children carry out fieldwork each time we have a geography focus in our topic which once again enables them to develop a greater depth and meaning to their geographical learning. For example, in KS2, the children track the source of the River Lemon on Dartmoor (near our school) all the way to its mouth in Teignmouth. We stop at various points along the way to measure the width, depth and flow of the river, to observe changes in the river and to consider the changes in the landscape and surrounding area such as settlements and land use.  The children in KS1 take a ‘tour of the moor’ stopping at various points to observe the geographical features and land use on Dartmoor before going on to compare Widecombe with a village in Kenya.  The whole school visited Heatree during our ‘Can you Survive in the Wild?’ topic, where the children learned about the points of a compass and coordinates on a huge grid in a field and then had to complete a treasure hunt and in UKS2 the children’s map reading skills are put to the test in the summer term as they find their way from one point on the moor to another guided by a local expert.  **Possibilities and keeping going...**  Our topics are planned with ‘possibilities’ in mind so that the children get a sense of the different places they can visit and also what they may become as they grow into adults. Each time we do a topic, we invite a visitor into school who talks to the children, runs workshops or demonstrates what they do for a job and how with the right skills and learning they can choose what path they want to take in their lives. In KS1, we invited a mountaineer into school who talked to the children about everything they would need to climb a mountain. As our topics continue across a whole term, we also have a ‘keeping going’ element around half term. This allows us to revisit our enquiry question with some learning and knowledge and to make sure that we build on it from this point. This ‘keep going’ or ‘hook’ maybe a themed day, a visitor, a trip out of school or an event which the children may organise to raise funds for a cause linking to our topic or community.  **Dripping in the learning …**  At Widecombe, we like to keep dripping in the learning to make sure that we are continuously revisiting and refreshing the children’s knowledge of their world and the people that live in it. This is particularly key with locational knowledge and each class has a map of the UK, the world or a globe in their classrooms. In KS2 we watch Newsround daily which takes us all over the world with its news stories and gives the children an awareness of the world beyond Dartmoor creating a sense of curiosity about their own community and the world beyond Widecombe, which is so important, particularly when living in a such a small, rural location.  **Celebration**  At the end of each topic, we organise a celebration of learning to close the topic before we move on and to give the children a chance to celebrate their learning with their parents. This may be an art exhibition, a museum organised by the children, a fundraising event, a workshop hosted by the children and aims to provide not only a clear end point to the topic but a moment to reflect and appreciate what they have learned and how far they have come since the beginning of the topic.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Two Year Rolling Programme KS1 - History/Geog/Text led** | | | | | |  |  | | **Year A**    2021 2022 | **321 … Blast Off!**    **HISTORY**  C*hanges within living memory/significant person*  *Moon landing/Neil Armstrong*    **English Text**  **LOOK INSIDE SPACE – Rob Lloyd Jones (Non Fiction)**    **SCIENCE – Everyday Materials**    **DT – design and build rockets**  **functional product/ make a rucksac**    **Cookery**  **What is a h*ealthy diet?*** | **…back down to earth.**    **GEOGRAPHY**  *Aerial photos of earth/Google Earth from space bring us back down to earth.*  *Locational knowledge – 4 continents*    **English Text**  ***Beegu – Alexis Deacon***  ***(Fiction)***    ***SCIENCE – seasonal changes***  ***Polar regions (Geog link)*** | **Where do my wellies take me?**    **The Story Path**    **GEOGRAPHY**  *Widecombe village – key physical and human features*  *Field work*  *Map of Widecombe/creating their own map* | **…and beyond!**    **Introduction to Africa**  **(non fiction)**        **GEOGRAPHY**  ***Contrasting locality***  ***Village in rural Ghana? (to be confirmed)***    ***DT – Cookery focus-***  ***UK where does our food come from?***  ***comparing African and UK ingredients and dishes***    ***cook a dish from Ghana*** | **Amazing women!**  **Stone Girl Bone Girl (F)**    **HISTORY**  **Significant person beyond living memory**  **(1805 – 1881)**  **Mary Seacole?**  ***OR Mary Anning – paleontologist***  ***Stone Girl, Bone Girl Laurence Anholt***      ***Great Women who Changed the world*** | **I do like to be beside the seaside**    **Great Women who changed the world (NF)**    **Mrs Armitage and the Big Wave**    ***GEOGRAPHY***  ***Trip to the seaside***  ***Dawlish? Bantham?***  ***Key physical features***    ***Compass directions***  ***N,S,E,W***  ***(Forest School)***  ***DT – building structures piers, ‘stiffer and more stable’***    ***Cookery***  ***Make ice cream*** | **Other opportunities to cover curriculum**    Using map of the UK in the classroom – take the opportunity to locate places/historical events in the news – particular ref to UK, capital cities, the world’s continents and the polar regions    **Timeline**  **As a point of ref and to be built up over time when people/events are studied.** | | **Year B**    2022 2023 | **Why do we sing songs like this? (traditional Nursery Rhymes )**    **The Great Fire of London (leading into Guy Fawkes 3 weeks Hamilton unit)**    **Toby and the Great Fire of London**  **(F)**      ***HISTORY***  ***Significant national event***    **DT- Make tudor houses**    **Make bread (pudding lane bakery)** | ***(complete Guy Fawkes unit)***    ***Literacy/History***  ***Retelling/acting out the story of Guy Fawkes***      ***HISTORY***  ***Events beyond living memory – Remembrance***  ***(Hamilton mini unit)***    ***Nativity***  ***(2 weeks)*** | **Where can I go...**    **English Text**  **The Naughty Bus**  **(F)**    ***GEOGRAPHY***  ***Journeys around the UK – characteristics of UK countries*** | **...and how can I get there?**    **The Book of Cars and Trucks (NF)**    **(Michael Rosen – poetry ‘The Bus is for Us’)**    ***HISTORY***  ***Changes in transport over time***    ***DT – Mechanisms, axles, build a vehicle***    Cookery | **How can we make a difference in Our World?**    **English**  **George Saves the World by Lunchtime (F)**      ***GEOGRAPHY***  ***Planting trees – Newbridge conservation***      **Science – plants/habitats unit?** | **How can we make a difference in Our World?**    **Penguin (NF)**    ***GEOGRAPHY***  North and South Pole/Polar Regions        DT- a rucksack to go to the south pole  (textiles)    **Cookery- Forest School make prepare and eat a meal around a fire** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **Autumn Term** | **Spring Term** | **Summer Term** | **Policy Notes** | | **A**  **2019 / 20**  **2023 / 24** | **Can you survive in the wild?**  *(Houses and Homes)*  *Geography – Settlement / locality*  *Fieldwork –*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **Explorers and Exploration**  *Geography – Zones / Biomes / Focus on weather*  *Fieldwork – Weather Data Collection*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **The Olympics 2020**  *History – Ancient Greece*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | ***History*** *– All classes to have an age appropriate timeline (developed with children)*  ***Geography*** *– Fieldwork to be evident in every geography unit of study*  *All classes will have a UK and World Map – Continents, Place, etc will be taught ongoing throughout the curriculum*    ***Science*** *– Links wherever possible, otherwise discrete teaching*  *2 Year Rolling Programme of Science – Lower Dart to cover Year 3 / 4 PoS, Upper Dart to cover Year 5 / 6 PoS*  ***Art*** *– Outcome once every term on a 2 Year Rolling Programme (Half termly alternating with DT)*  *1. Painting, 2. 3-D (Clay, Sculpture), 3. Printing, 4. Textiles 5. Collage / Mixed Media 6. Drawing*  *Work of other artists to be explored through every unit of study*  ***DT*** *– Outcome once every term on a 2 Year Rolling Programme (Half termly alternating with Art)*  *1. Food (every year), 2. Mechanisms, 3. Electrical, 4. Control, 5. Structures*  ***Music*** *– Kip Pratt*  ***PSHE*** *– JIGSAW*  ***PE*** *– delivered and planned SOW by the Academy*  ***Computing*** *– Whole school scheme Leader to map across year groups (Somerset eLIM – New Wessex Planning subscription £150 per year / Rising Stars)*  ***RE*** *– Schemes of Work matched to Devon Syllabus – Leader to map across year groups*  *(see 2 year rolling programme)*  ***Spanish****– Leader to map across year groups* | | **B**  **2020 / 21** | **Chocolate**  *History – Non-European (Mayan or Indus)*  *Geography – Fairtrade (trade and economic activity)*  *Fieldwork –*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **Mighty Mountains**  *Geography – European locality*  *Mountains*  *Fieldwork –*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **From Moor to Sea**  *History – Stone age to Iron Age*  *Geography – Rivers and Settlement (Our locality – Widecombe / Teignmouth)*  *Water Cycle*  *Fieldwork – River Study (River Lemon Trip)*  *Science – Leader to map*  *Art – Clay Pots (pinch and coil)*  *DT – Designing and making a stone age outfit or tool* | | **C**  **2021 / 22** | **What did the Romans do for us?**  *History – Romans (Impact of the Roman invasion on UK)*  *Science – Leader to map*  *Art – drawing*  *DT – Outcome* | **Why are there no tropical rainforests on Dartmoor?**  Spanish Day MFL  *Geography – / Climate (Zones)*  *Americas Locality*  *Fieldwork – trip to Wistman’s wood/Princetown*  *Science – Plants*  *Art – painting*  *DT – Outcome (Cams)* | **Why did the Vikings and Saxons invade Britain?**  *History – Anglo Saxons and Vikings (2)*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | | **D**  **2022 / 23** | **Ancient Worlds**  *History – Ancient Egyptians*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **War and Remembrance**  *History – World War 2*  *Science – Leader to map*  *Art – Drawing*  *DT – Design and make a toy to take into an air raid shelter (Cams)* | **Dartmoor / Folk Tales**  *History – Local History*  *Geography – settlement and land use*  *Fieldwork – Our Locality*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | |
| **The National Curriculum** |
| Key Stage 1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  Locational Knowledge  • name and locate the world’s seven continents and five oceans  • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Place Knowledge  • 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  Human and Physical Geography  • 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   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   Geographical Skills and Fieldwork  • 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  • 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  • 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 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.  Key Stage 2:  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.  Locational Knowledge  • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  • 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)  Place Knowledge  • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  Human and Physical Geography - describe and understand key aspects of:  • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  • 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 geographical skills and fieldwork  • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  • 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  • 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. |
| **Progression of Key Skills** |
| **Key skills** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** | | | **Locational Knowledge** | **Name and locate the world’s seven continents and five oceans.**  **Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.** | | | **Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.**  **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.**  **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).** | | | | | | Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? | Can I name and locate the world’s seven continents and five oceans? | | Can I locate and name the countries making up the British Isles, with their capital cities?  Can I suggest reasons for the location of towns and settlements in a particular place? *For example, next to a river, on a hill top.*  Can I locate and name the main counties and cities in/around the South West?  Can I compare two different regions in the United Kingdom (York and North Yorkshire) and discuss the geographical difference to Plymouth?  Can I locate and name the main counties and cities in England?  Can I compare land-use maps of the United Kingdom from the past with the present, focusing on land use and tourism impact? | Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?  Can I name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time?  Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?  Can I locate the main countries in Europe, North and South America and name principle cities? | Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?  On a world map, Can I locate the main countries in Africa, Asia and Australasia/Oceania and identify their main environmental regions, key physical and human characteristics, and major cities?  Can I map how land use has changed over time? | Can I identify the longest rivers in the world, largest deserts, and highest mountains and compare these with the United Kingdom?  Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles?  On a world map, Can I locate areas of similar environmental regions, either desert, rainforest or temperature regions?  Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn?  Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones? | | | **Place Knowledge** | **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.** | | | **Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.** | | | | | | Can I talk about and describe people and places where I live?  Can I talk about similarities and differences between places? *For example, the school playground and the town park.*  Can I talk about the different ways to travel, on foot, by car, train, bus?  Can I understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom? | | Can I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country concentrating on islands and sea sides using Barnaby Bear (or similar)? | Can I compare a region in the United Kingdom with a region in Europe? | Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom?  Can I compare a region in the United Kingdom with a region in North America with significant differences and similarities and understand some of the reasons for the similarities and differences?  Can I compare a region in the United Kingdom with a region in North or South America with significant differences and similarities? |  | Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America? | | | **Human and Physical Geography** | **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:**   * Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | **Describe and understand key aspects of:**   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * 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 | | | | | | Can I identify seasonal and daily weather patterns in the United Kingdom?  Can I use the basic geographical vocabulary to refer to:  **Key Physical Features** including; forest, hill, mountain, soil, valley, vegetation?  **Key Human Features** including; city, town, village, factory, farm, house, office? | Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?  Can I use the basic geographical vocabulary to refer to/and sort:  **Key Physical Features** including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather?  **Key Human Features** including; city, town, village, factory, farm, house, office, port, harbour, shop? | | Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?  Can I describe and understand key aspects of human geography, including: types of settlements in Viking, Saxon Britain? | Can I describe and understand key aspects of physical geography, including: rivers and the water cycle?  Can I describe and understand key aspects of human geography, including: trade between the United Kingdom and Europe and the rest of the world? | Can I describe and understand key aspects of physical geography, including: volcanoes and earthquakes, focussing on plate tectonics and the ring of fire?  Can I identify and describe in detail the impact of change on the lives of people after a natural disaster?  Can I describe and understand key aspects of physical geography, including: coasts, rivers, and the water cycle including transpiration; climate zones, biomes and vegetation belts? *For example, the Plym and Tamar.*  Can I consider the impact of a river on people and the landscape?  Can I discuss the issues relating to water supply and the impact on people?  Can I begin to describe and understand key aspects of physical geography, including: volcanoes and earthquakes?  Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water? | | Can I discuss the distribution of natural resources, focussing on energy? i.e. power station visit  Can I discuss the fair/unfair distribution of resource (Fairtrade), economic activity and trade?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)? | | **Geographical Skills and Field Work** | **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.**  **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.**  **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 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.** | | | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the 8 points of a compass, 4- and 6-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.**  **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.** | | | | | | Can I understand that maps give information about the world *(Where? What?)?*  Can I use world maps, atlases and globes to identify the United Kingdom and its countries?  Can I use locational and directional language (*for example, near and far; left and right)*, to describe the location of features and routes on a map?  Can I talk about and describe where I live from photographs and leaflets etc?  Can I label photographs and pictures of the local environment? *For example the church, shops etc?*  Can I use photographs to recognise landmarks and basic human and physical features and use these to devise a simple picture map? | Can I use world maps, atlases and globes to identify the continents and oceans studied at this key stage?  Can I use simple compass directions (North, South, East and West), to describe the location of features and routes on a map?  Can I look down on objects and make a plan?  Can I find information on an aerial photograph?  Can I use aerial photographs and plan persepectives to recognise landmarks and basic human and physical features and use these to devise a simple map?  Can I realise why maps need a key and contruct basic symbols in a key?  Can I use simple fieldwork and observational skills to study the key human and physical features of my schools surrounding environment? | | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I recognise that there are eight points of a compass?  Can I use two-figure grid references?  Can I show some understanding of basic symbols and the key (including the use of a simplified Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?  Can I use fieldwork to observe and record the human and physical features in the local area? *For example, surveys, drawings and photographs.* | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I give direction instructions up to eight cardinal points?  Can I follow a route using two-figure grid references but know that four-figure grid references can help you find a place more accurately than two?  Can I use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies?  Can I make a simple scale plan of an area with whole numbers? | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I use the eight points of a compass to give and receive direction?  Can I map a route using four-figure grid references but know that six-figure grid references can help you find a place more accurately than four?  Can I use basic symbols and the key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?  Can I use fieldwork to observe, measure and record the human and physical features in the local area? *For example, questionnaires and colour coded keys.*  Can I measure straight-line distances on large-scale maps using a scale bar and draw scaled maps? | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I locate a city in the UK using six-figure grid references, with some emphasis placed on latitude and longitude?  Can I extend my map skills to include non-United Kingdom countries?  Can I use fieldwork to observe, measure, record and present the human and physical features in the local area? *For example, data logging.* | | |
| **In order to assess impact - a guide** |
| Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Geography. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task usually comprising of a series of key questions to illustrate knowledge and understanding of the topic. Where appropriate, and more often in KS2 these will be individual. In KS1, they will most likely be Year group or class based.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books with a clear focus on vocabulary; dialogue, class scrapbooks, evidence on Sway (newsletter) and Tapestry and in the form of application tasks or events in KS2. Children will show their learning, through a presentation, artwork or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  There is an expectation that Geography learning in books will be the same quality as that in English books. Marking and feedback in Geography should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on Geography vocabulary and the expectation is that children who are ARE will spell these correctly throughout their Geographical writing. |