

Geography Vision

	Respect	Courage	Resilience
Whole School Intent	<p style="text-align: center;">Safe and Happy</p> <p>Everyone in the school community feels valued and respected</p>	<p style="text-align: center;">High Standards</p> <p>Everyone has the courage and resilience to be the best that they can be</p>	<p style="text-align: center;">Ready and Prepared</p> <p>Everyone develops the transferable skills which enable them to be a lifelong learner</p>
Geography Intent	<p>To develop a sense of their place within the wider world</p> <p>To draw comparisons between the local area and contrasting localities</p>	<p>To develop the ability to read and interpret maps of various scales, including street maps, topographical and world maps</p> <p>To ask geographical questions</p>	<p>To make connections between places studied</p> <p>To understand the impact of physical geography on the world</p>
Implementation	<ul style="list-style-type: none"> Children understand different cultures and communities that are different to their own through study of different countries. Learning Journeys make links with local communities where appropriate. 	<ul style="list-style-type: none"> Lessons include an element of map work so children can become adept at reading and interpreting maps including compass points, lines of longitude and latitude. Learning Journeys and planning enable children to ask geographical questions to further their understanding of topics. Children will undertake fieldwork to apply and develop their geographical knowledge. Learning Journeys promote high expectations through challenge and questions require children to solve problems independently. 	<ul style="list-style-type: none"> When learning about physical geography, children will be able to state the destructive nature of geographical events. There will be explicit links in planning to where connections are made between different areas of geographical knowledge and the wider curriculum. Elements of prior knowledge will be recapped in all lessons with focus on technical vocabulary. Learning Journeys will provide regular opportunities for children to apply their knowledge.
Impact	<ul style="list-style-type: none"> Children are aware of their sense of place within the world and develop an understanding of the wider community and world. Children enjoy geography and are able to see its real life applications. 	<ul style="list-style-type: none"> Children will be able to read maps, scales and compass points which will enable them to locate places on maps and give directions. Through questioning they will be able to make connections and deepen their understanding of topics covered. 	<ul style="list-style-type: none"> Children can apply their prior knowledge to new learning. Children will develop an understanding that topics are interconnected. Children will be able to state the impact of natural disasters on the landscape.

Geography Progression

Year Three		
Location and Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<ul style="list-style-type: none"> ◆ Can I locate and name the continents on a World Map? ◆ Can I name, locate and identify the countries that make up the United Kingdom, and recall the capital cities of these? Can I also identify topographical features such as rivers, hills and mountains? ◆ Can I name and locate some countries in Europe? ◆ Can I identify topographical features such as rivers, hills and mountains? ◆ Can I name and identify some of the countries in South America and explain the topographical features of these? 	<ul style="list-style-type: none"> ◆ Can I describe and understand biomes? ◆ Can I describe and understand rivers, exploring the key features and using accurate terminology, such as meander, delta, source, mouth and tributaries, and identify these using a map? ◆ Can I describe and understand the water cycle and link this to my understanding of rivers? 	<ul style="list-style-type: none"> ◆ Can I confidently use a range of maps and images? ◆ Can I locate countries and describe features studied ? ◆ Can I confidently use compass directions: North; South; East; and West to follow and give directions to build knowledge of the UK and the wider world? ◆ Can I use letter and number coordinates to locate features on a map? ◆ Can I draw a simple map of a familiar short route using OS symbols? ◆ Can I ask geographical questions about places and environments and express opinions? ◆ Can I confidently ask questions to a range of people? ◆ Can I measure accurately using a tally and standard units? ◆ Can I identify benefits and limitations of data collection methods? ◆ Can I present data and findings simply using maps, graphs and digital technologies? ◆ Can I reach a conclusion to the fieldwork question or prediction?

Geography Progression

Year Four		
Location and Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<ul style="list-style-type: none"> ◆ Can I name and locate counties and cities of the United Kingdom? Can I also identify the topographical features, including hills, mountains, coasts and rivers? ◆ Can I locate geographical regions, and identify their human and physical characteristics? ◆ Can I name and locate the countries of Europe? ◆ Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn? 	<ul style="list-style-type: none"> ◆ Can I describe and explain the types of settlement, city, town, hamlet and village and recognise how and why these have changed over time? ◆ Can I describe and understand the key areas of coasts? Can I link this to erosion and weathering? ◆ Can I identify human and physical features of the school grounds and demonstrate these through a local area study? 	<ul style="list-style-type: none"> ◆ Can I confidently use globes, atlases, images, aerial photos and begin to use computer mapping? ◆ Can I identify the eight-point compass directions to follow and give directions to build knowledge of the UK and the wider world? ◆ Can I use four-figure grid references to locate features on a map? ◆ Can I ask questions and answer questions about places and environments to aid investigations and express my different opinions relating to issues? ◆ Can I make clear links between different observations in the local area? ◆ Can I draw a sketch map with relatively sized features and annotations showing human and physical features of the local area? ◆ Can I devise and ask questions using geographical vocabulary to recognise that others may think differently? ◆ Can I measure using simple instruments, digital technologies, and describe the benefits and limitations of these? ◆ Can I present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion?

Geography Progression

Year Five		
Location and Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<ul style="list-style-type: none"> ◆ Can I name and locate the counties and main cities of the United Kingdom? Can I also identify the topographical features and how these have changed over time? ◆ Can I name and locate the countries of Europe and identify some capital cities? ◆ Can I name and locate some of the countries and cities of the world and identify these using human and physical characteristics? ◆ Can I name and locate the countries of North America, and identify the topographical features of the area? ◆ Can I identify the position and significance of longitude and latitude, the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the GMT Zone? 	<ul style="list-style-type: none"> ◆ Can I identify human and physical geographical features in order to study the area of Southampton? ◆ Can I identify the human and physical geographical features of Greece, and the impact that wider Europe has on these, in order to explore more of Europe? ◆ Can I identify the human and physical geographical features of North America and the impact that this has had on wider society? 	<ul style="list-style-type: none"> ◆ Can I confidently use an atlas including the contents page and index? ◆ Can I confidently use the eight-point compass directions to follow and give directions to build knowledge of the UK and the wider world? ◆ Can I accurately use four-figure grid references on an OS map and attempt six-figure grid references? ◆ Can I draw a sketch map using OS symbols and a key? ◆ Can I ask questions to carry out an investigation? ◆ Can I make clearly explained links between observations in the local area? ◆ Can I draw a sketch map with relatively sized features and annotations showing human and physical features of the local area? ◆ Can I devise and ask questions using geographical vocabulary to express own opinions and recognise why others may have different points of view? ◆ Can I present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion?

Geography Progression

Year Six		
Location and Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<ul style="list-style-type: none"> ◆ Can I name and locate some of the countries and cities of the world using their human and physical features, and understand how these have changed over time? ◆ Can I use the correct technical to identify the position and significance of longitude and latitude, the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the GMT Zone (including day and night)? 	<ul style="list-style-type: none"> ◆ Can I describe and understand the physical geographical features of earthquakes and volcanoes? Can I describe the human and physical effects that this can cause? ◆ Can I investigate the physical incidences of extreme weather and the human and physical causes and implications of this? ◆ Can I describe and understand key aspects of the distribution of natural resources, including energy, food, minerals and water and link this to climate change? 	<ul style="list-style-type: none"> ◆ Can I confidently use a range of maps, atlases, images, globes and digital mapping? ◆ Can I locate countries and describe features studied in the KS2 NC? ◆ Can I confidently and accurately use the eight-point compass directions to follow and give directions to build knowledge of the UK and the wider world? ◆ Can I accurately use six-figure grid references on an OS map? ◆ Can I draw a variety of maps, sketches and plans with accurate symbols, keys and scale? ◆ Can I devise and ask questions using my own geographical knowledge and recognise why others may have different points of view? ◆ Can I confidently justify and evaluate data collection methods? ◆ Can I independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion? ◆ Can I reach a described and explained conclusion to the fieldwork question supported with data and evidence?