



Curriculum Intent

Geography

Principles

Our Geography curriculum will inspire a curiosity about the world in which we live and its inhabitants. Through fascinating topics, pupils will develop their geographical awareness by encouraging fundamental skills that can be applied to their everyday life.

Through our teaching we aim to inspire the children's investigative nature as well as equipping them with key knowledge on Earth's physical features.

By the time children leave Loughton Manor First School at the age of seven, they will:

- know how to use a variety of geographical resources including maps, globes, atlases, aerial photographs and web based navigation programs, i.e. Google Earth
- be confident in using a range of geographical language
- know how to compare and contrast physical and human features and be able to give examples
- develop a contextual knowledge of their locality, places which are relevant to them as well as other significant worldwide locations
- know how to locate the world's seven continents and five oceans
- be able to locate and describe characteristics of countries and capital cities of the United Kingdom
- demonstrate an understanding of the seasonal changes and weather patterns



Progression in Geographical Skills and Understanding

KEY VOCABULARY	Foundation Stage	Year 1	Year 2
Vocabulary that children should know, understand and be able to demonstrate practically	Places Features Environment Texture World Planet Living Animal Farm House Sea Beach Forest Shop	As before, plus... Human features Physical features Coast Shore Soil Hill Cliff River Mountain Ocean City Town Village Factory Office Country Continent Weather - cloud, sun, rain, snow, wind. Season Buildings Atlas Globe United Kingdom	As before, plus... Never alive Oceans North East South West Distance Left Right Capital cities Valley Vegetation Port Harbour
LOCATIONAL KNOWLEDGE	Foundation Stage	Year 1	Year 2
	Recognise some environments that are different to the one in which they live.	Name and locate the four countries of the United Kingdom	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	Foundation Stage	Year 1	Year 2
	<p>3-4 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>FS2 Recognise some similarities and differences between life in this country and life in other countries.</p>		<p>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</p> <p>Human and physical geography</p>
HUMAN AND PHYSICAL GEOGRAPHY	Foundation Stage	Year 1	Year 2
		<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use basic geographical vocabulary to refer to: *key physical features (see above) *key human features (see above)</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: *key physical features (see above) *key human features (see above)</p>

Geography skills and fieldwork	Foundation Stage	Year 1	Year 2
	<p>Draw information from a simple map.</p> <p><u>Early Learning Goals:</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>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</p> <p>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>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>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</p>

Implementation

Details of timetabling and organisation of the Geography Curriculum are to be found in the Geography Subject Policy

Key implementation principles are:

- Geography topics are taught in focussed blocks throughout the school
- Opportunities to discuss aspects of geography are taken whenever they should arise

Differentiation and Inclusion.

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident accurate pupils or an adult to enable participation.

Some children with SEND will participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed. Teachers' should plan lessons and activities that incorporate scope for the deepening of understanding for more able pupils.

Assessment

Assessment in Geography is ongoing, and is via a combination of observation, through discussions and questioning, or through the written outcomes produced within lessons. It is these ongoing assessments that will inform differentiation.

There are key outcomes for each year group upon which observations are built, in the form of the following 'I am a (age group) pupil and I can...' statements, but the requirement to note is summative at the end of the year, and only noted for those children whose skills and knowledge are still emerging, or who are clearly exceeding.



FS2 Assessment – Outcome Statements for Geography

FS2 Class _____

Transfer information for Yr 1 teacher

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Foundation Stage 2 child. I can...

- Describe my immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and (when appropriate) maps.
- Talk about some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.

Emerging (names and comments)

Exceeding (names and comments)



Year 1 Assessment – Outcome Statements for Geography

Yr 1 Class _____

Transfer information for Yr 2 teacher

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Year 1 child. I can...

- Ask simple geographical questions e.g. What is it like to live in this place?
- Use simple observational skills to study the geography of the school and its grounds
- Use simple maps of the local area
- Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes
- Make simple maps and plans
- Explain how places are linked to other places e.g. roads, trains
- Describe seasonal weather changes
- Name, describe and compare familiar places
- Link my home with other places in my local community
- Discuss some present changes that are happening in the local environment e.g. at school
- Suggest ideas for improving the school environment

Emerging (names and comments)

Exceeding (names and comments)



Year 2 Assessment – Outcome Statements for Geography

Year 2 Class _____ Transfer information to KS2

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Year 2 child. I can...

- Use world maps, atlases and globes to identify the United Kingdom and its countries and identify characteristics of the countries and their capital cities
- Name and locate the world's seven continents and five oceans as well as the seas surrounding the UK
- Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map
- Use aerial photographs to recognise landmarks and basic human and physical features
- Create a simple map and make a simple key
- Use simple fieldwork and observational skills to study the geography of the school and its grounds including human and physical features
- Identify seasonal and daily weather patterns in the United Kingdom
- Locate hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use appropriate vocabulary to name key physical and human features
- Understand similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Emerging (names and comments)

Exceeding (names and comments)

