## **Foundation Stage**

Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding within the world. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to develop understanding. Pupils will observe, find out about and identify features in the place they live and the natural world. They will begin to know about their own cultures and beliefs and those of other people. Pupils will also find out about their environment and talk about features they like and dislike.

Foundation Stage records a lot of practical lessons through the online platform Tapestry.

## **National Curriculum Coverage**

We have a two-year planning cycle, which follows an interleaving curriculum in Geography. The curriculum is underpinned by our two key drivers; possibilities and initiative, which develops children’s understanding of the world around them, enriching vocabulary and improving knowledge.

**Key Stage 1**

During Key Stage 1, pupils will investigate their local area and contrasting area in the United Kingdom or in other countries, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments and use geographical skills and resources, such as maps and photographs.

During Key Stage 1, they should be taught to:

**Locational Knowledge**

* Name and locate the world’s seven continents and five oceans
* Name, locate and identify characteristics of the four countries and the 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
* Use basic geographical vocabulary to refer to: 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 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**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and other countries and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, photographs, and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting, and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, atlases, and plans. Pupils will use secondary sources of information with accuracy, including aerial photographs and satellite images. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education.

During Key Stage 2, they should be taught to:

**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 in 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
* 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

**Geographical Skills and Fieldwork**

* 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.

## **Strand Developments at Cambois Primary**

| **Geographical Enquiry** | |
| --- | --- |
| **Nursery** |  |
| **Reception** |  |
| **Year 1** | * Teacher led enquiries, to ask and respond to simple closed questions. * Use information books/pictures as sources of information. * Investigate their surroundings * Make observations about where things are e.g. within school or local area. |
| **Year 2** | * Children encouraged to ask simple geographical questions, Where is it? What's it like? * Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. * Investigate their surroundings * Make appropriate observations about why things happen. * Make simple comparisons between features of different places. |
| **Year 3** | * Begin to ask/initiate geographical questions. * Use NF books, stories, atlases, pictures/photos and internet as sources of information. * Investigate places and themes at more than one scale * Begin to collect and record evidence * Analyse evidence and begin to draw conclusions e.g. make comparisons * between two locations using photos/ pictures, temperatures in different locations. |
| **Year 4** | * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps |
| **Year 5** | * Begin to suggest questions for investigating * Begin to use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life |
| **Year 6** | * Suggest questions for investigating * Use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it |

## **Links to developing Literacy and Maths**

Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject and use writing frames when appropriate. Children are provided with opportunities to write in geography with the aim of showing consistency in writing across all subjects.

Field work investigations allow children to develop data handling and graphing skills. The spatial dimension of map-work is mathematical too, through direction and locational work. Our map work develops ability to understand and use coordinates. It also develops understanding of compass points and provides opportunity for them to practise giving directions using a compass.

## **How Geography supports the promoting of British Values**

The fundamental ‘British values’ defined by the DfE are:

• Democracy - respect for democracy and support for participation in the democratic

process.

• The Rule of Law - respect for the basis on which the law is made and applies in

Britain.

• Individual Liberty - support and respect for the liberties of all within the law.

• Tolerance and Mutual Respect - support for equality of opportunity for all and

respect and tolerance of different faiths and religious and other beliefs.

Here at Cambois Primary children are given the opportunities to:

**Democracy:**

* To explore and discuss injustices and inequalities (perceived or real) and challenge and debate these through the exploration of geographical topics.
* To explore and consider different opinions and how voices are heard.

**The Rule of Law:**

* To follow rules in our classroom to protect the rights of all us to an education
* To uphold whole-school policies with regards to homework, uniform etc.