GEOGRAPHY

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At Grangefield, we teach Geography through our projects, making links with other areas of the curriculum wherever we can. Skills progress in complexity as the children move up through the school.

We try to use our local area as much as possible and take the children out to places to carry out fieldwork and see features for themselves.

We have a curriculum driver that underpins a lot of the work we do called 'The Global Child'. To find out about different countries and how the effect of the environment and economy can have an impact on children's lives is very important to us and one that we try and link in to each project or area of learning whenever we can. It's important that our children at Grangefield know that their life isn't the same as other children around the world.

Grangefield School
Flying high. Spreading our wings.

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KS1	**Year One Projects (Geography content)**		
	Planes, Trains and Automobiles	When I Grow Up	Oh, I do like to be beside the seaside!
	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 simple compass directions and locational and directional language to describe the location of features and routes on a map	Physical – identify features including beach cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human – identify features including city, town, village, factory, farm, house, offices, port, harbour and shop
	Year Two Projects (Geography content)		
	Planes, Trains and Automobiles	When I Grow Up	Oh, I do like to be beside the seaside!
	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		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 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country
KS2	**Year Three Projects (Geography content)**		
	River Deep, Mountain High	Rocking All Over the World	Time Warp
	European River / Mountain study – from source to mouth. Compare against River Nile	European study – locate the worlds countries, using maps to focus on Europe. Volcanoes (European)	Locate & name counties and cities of the UK, geographical regions and their human and physical characteristics and simple land use patterns.
	Year Four Projects (Geography content)		
	River Deep, Mountain High	Rocking All Over the World	Time Warp
	European study - link to modern Greece including environmental regions, key human and physical features and key topographical features.	Name and locate counties and cities of the UK, identify human and physical features and key topographical features.	Settlements and land use, economic activity including trade links (Why is the Severn important to Gloucester?)
	Year Five Projects (Geography content)		
	Through the Keyhole	Space Invaders	Here, There and Everywhere
	Locate the worlds countries – focus on North and South America. North / South American locations. Mountainous regions.	South / North American location. Types of settlement and land use, economic activity and trade links including energy, food, minerals and water.	Locating the worlds countries, climatic and environmental regions. Identifying positions of longitude, latitude, Equator, Hemispheres, Tropics, Arctic and Antarctic and time zones. Earthquakes (recap on volcanoes) – European and American.
	Year Six Projects (Geography content)		
	Through the Keyhole	Space Invaders	Here, There and Everywhere
	Locate the world's countries using knowledge learnt in previous years, focus on climate zones, biomes and vegetation belts (rainforests, deserts, tundra ….)	Oceans, seas, lakes, rivers and the Water cycle. (link to science – Earth and Space, Forces) (short unit)	Use knowledge and skills to undertake a focused study of at least two contrasting areas, one inside Europe and one outside Europe. Contrast with the UK.