

## 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 topics, 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.



# GEOGRAPHY

<b>KS1</b>	<b>Year 1</b>		
	<b>Paddington 1</b>	<b>Paddington 2</b>	<b>Billy's Bucket</b>
	Name, locate and identify characteristics of countries and capitals of the UK and surrounding seas  Vocab to include: cliff, river, sea, city	Identify features of and people who live in hot and cold places	Name and locate the 7 continents and 5 oceans  Vocab to include: coast, sea, ocean
	<b>Year 2</b>		
	<b>All Creatures Great and Small</b>	<b>Over the Ocean Wave</b>	<b>From Farm to Fork</b>
Identify seasonal and daily weather patterns in the UK  Vocab to include: season, weather	Name and locate the 7 continents, 5 oceans, 4 countries and capitals of the UK and its surrounding seas  Compare a small area of the UK and a small area of a contrasting non-European country  Location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Vocab to include: coast, sea, ocean, beach, port, harbour	Use simple fieldwork and observational skills to study the Geography of their school ground  Identify seasonal and daily weather patterns in the UK  Vocab to include: vegetation, season, weather, forest, hill, soil, town, village, shop, house, farm, office	
<b>KS2</b>	<b>Year 3</b>		
	<b>Awesome Egyptians</b>	<b>Angry Earth</b>	<b>Monolith to Metal</b>
	Locate and name the countries and cities of the UK  Extend their knowledge of the World – River Nile	Describe and understand the key aspects of volcanoes, earthquakes and rivers	Use maps, globes, atlases and digital mapping to locate countries and describe human/physical characteristics and simple land use patterns  8 points of a compass and 4 & 6 figure grid references
	<b>Year 4</b>		
	<b>Roaming Romans</b>	<b>Ain't No Mountain High Enough</b>	<b>Groovy Greeks</b>
Name and locate the counties and cities of the UK, geographical regions and their identifying human and physical characteristics and land-use patterns; understand how these have changed over time	Describe and understand the key aspects of Mountains  European study – Settlements and Mountains. Geographical similarities and differences with a region of the UK.		

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<i>Year 5</i>		
<b>Through the Keyhole</b>	<b>Everywhere We Go!</b>	<b>Out of This World</b>
	<p>Locating countries in N/S America</p> <p>Study of Brazil – settlements, land use. Compare to region of UK.</p> <p>Latitude, longitude, Equator, Northern/Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones</p>	
<i>Year 6</i>		
<b>Vicious Vikings</b>	<b>Splash</b>	<b>Marvellous Mayans</b>
<p>Study of two contrasting areas (region of UK and region of European country)</p>	<p>Climate Zones – biomes, vegetation belts</p> <p>Importance of water – water cycle</p>	