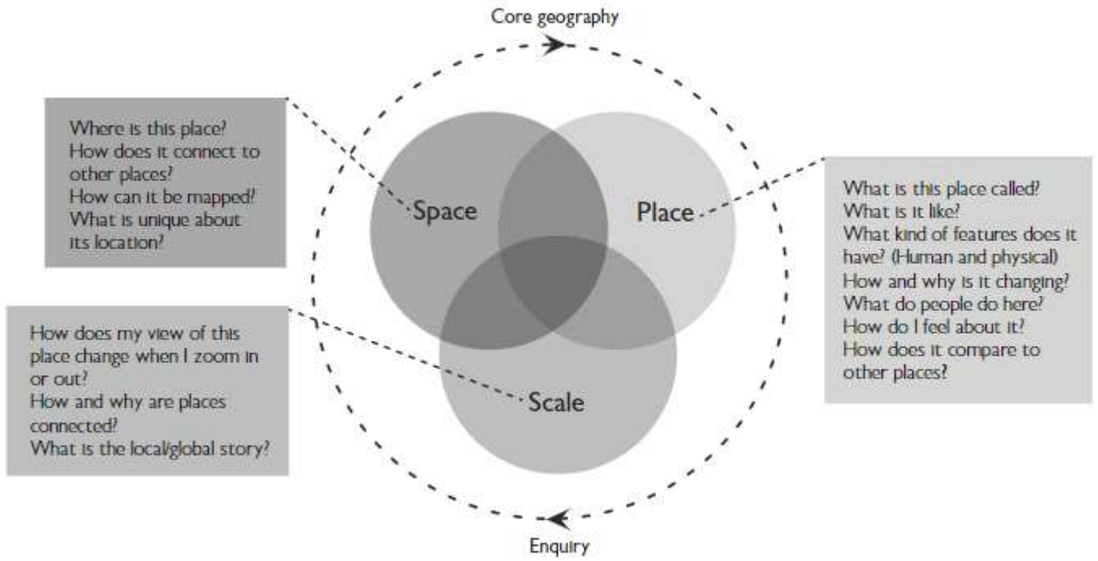
Geography: Intent & Implementation

Through a high-quality Geography curriculum, it is our intent at Arnbrook to promote curiosity and fascination about the world and its people, providing our children with a strong sense of place, which will remain with them for the rest of their lives. It will promote children's interest and knowledge of diverse places and deepen their understanding of the interaction of earth's physical and human features, as well as the formation and use of landscapes and environments. Our geography curriculum is centred on space, place and scale. The learning of substantive and disciplinary knowledge runs through our units of work. Core knowledge is at heart of learning, layered by personal knowledge (perceptions and feelings) & empathetic knowledge (other's perspectives). Our curriculum inspires pupils to think ethically and take action; whether that be by combatting climate change, improving their local area or promoting cultural understanding. Disciplinary knowledge is carefully sequenced, with appropriate progression; an enquiry approach guides our pupils' learning and is underpinned by use of maps and other fieldwork techniques.



School Context	Response
The school deprivation indicator is in quintile 4 (more deprived) of all schools, although the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. A high proportion of our pupils have limited experience of other countries and cultures. A high proportion of the school population are White British and we are less diverse than other schools in the area & nationally.	At Arnbrook we ensure our children have lots of opportunities to learn about a variety of countries to develop our children's understanding of different places and cultures from around the world.
Our pupils experience some difficulties with communication skills including speaking and listening. Typical entry for pupils into Reception is 30-50 developing – below the typical of 40-60 months developing. This low baseline is seen across most areas (Speaking – reading – writing – Number – shape, Space & Measure, but poor communication & language runs as a common area of weakness.	During our geography lessons at Arnbrook, we give the children lots of opportunities to develop their speaking and listening skills through hands on geography during our fieldwork sessions. This helps the children to work collaboratives and to gain a real purpose for their learning.

Geography: Knowledge Ladder

	Autumn	Spring	Summer
EYFS	F1: Start to be curious about the people around them. They show interest in characters in stories and also people in school. Are interested in very simple similarities and differences between people and places. Start to explore the environment around them. F2: Can talk about their own family and the people around them describing features about them. Starts to talk about the passage of time and understands significant events in their own timeline. Knows features of their own environment. Knows some features of a different environment and what makes it different Notices features of the immediate environment. Starts to talk about changes like the weather.	F1: Show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features. Start to know there are other countries in the world. Start to notice when things have changed with support from an adult. F2: Talks about events of personal significance. Starts to understand 'similarity.' Shows some understanding of difference. Knows there are locations beyond their own and that these are represented in different ways. Knows that there are different and significant celebrations. Starts to show curiosity and wonder when involved in investigations.	F1: Start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms. Recognise simple features like tree, river, beach and also places that might be significant to people like church, temple etc. Start to understand they can influence their environment and make changes to the space around them. F2: Identifies some features of personal significance and some features that others find significant. ELG Statement: 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.
Year 1		To know the 4 countries of the United Kingdom and locate them on a map. To know that I live in Nottingham and that is in England. To know the four capital cities of the United Kingdom and locate them on a map. To know what a physical feature is. (natural) To know what a human feature is. (man-made) To know the physical and human features of the countries in the UK.	To know how to draw a simple map with key features. To know that maps tell us the location of different places, objects and landmarks. To know simple features and symbols on a map. To know features of our local environment.
Year 2	To know where I live in the world To know where the seven continents are on a map. To know the locations of the oceans that link the continents. To describe where different continents are located. To know the physical and human features of a continent. To share my understanding of a continent.	To know hot and cold places and locate these in relation to the equator. To know physical features of Antarctica. To know what the climate is like in the Antarctica. . To know physical features of the Sahara Desert To know what the climate is like in the Sahara Desert. To know what the climate is like in the Amazon rainforest. To know physical features of the Amazon rainforest.	LO:To know the location of Mugamareno and Zambia LO: To know the distinction between a city, town and village. LO: To know physical feaures of Mugamareno. LO: To know physical similarities and differences between Mugamareno & our local area. LO: To know human features of our local area & Mugamareno (housing). LO: To know different types of housing and land use. LO: To know human similarities and differences between Mugamareno & Arnold.
Year 3	To know where North America is on a map and what its landscape is like. To know countries within North America and states within the USA. To know the physical geography of the Rockies. To know what the physical geography of Mount St Helens is and the impact it has had on the surrounding area. To know how the landscaped of different US states differ. To compare New York to Nottingham.	To know, name and locate different lines of latitude in relation to the equator. To know and locate different climate zones and know the differences between the Northern and Southern Hemispheres To know the similarities and differences between temperate and tropical climates. To know the weather patterns within climate zones. To know the weather patterns within climate zones. To apply what they know about the different climatic zones to deduce what the weather is like in the climates of Seville and Santiago.	To know the location of South America & Brazil. To know human & physical features of Brazil. To know similarities & differences in human and physical features in Brazil & the UK. To know the different climates found in the different 'biomes' (environmental regions) in Brazil. To know the similarities and differences between climate between different Brazilian regions and Brazil & UK. To know the similarities and differences in human and physical geography features in both urban and rural areas of Brazil. To know the similarities and differences of life for people living in Rio de Janeiro. To know the threats facing indigenous people in Brazil. To know the impacts of human geography on peoples' lives and the environment
Year 4	To know what a river is and how to locate these on a map. To know how human activity affects rivers. To know how rivers are used around the world. To know the implications of flooding on communities. To know the different features of a river. To know the characteristics of the world's largest river.	To know the structure of the Earth. To know what happens at the boundaries between the Earth's plates. To know what the key features of a volcano are. To know and locate a range of significant volcanoes. To know some key facts about significant volcanoes, including most recent eruptions. To know the impact volcanoes have on physical environment and on human lives.	To know how to use 4 figure coordinates to locate features. To know when a time sampling survey is appropriate. . To know how to draw a map and include key features. To know when a map recording feeliings about a place is appropriate. To know what a god questionnaire should include and when they'd be appropriate. To know the 8 cardinal points on a compass. To know the scale of a map is used to calculate distance.
Year 5/6 Cycle A	To know where China is in the world in relation to England To know the human impact on China's physical geography and how this has changed over time. To know how the weather and climate differs in the different regions of China To know how China's economic growth and trade effects the country. To know the topographic features of China. To know the similarities and differences of China and England.	To know, and locate on a map, the main cities and regions of the UK. To know, and locate on a map, physical features of the United Kingdom. To know the impact of population changes on the United Kingdom. To know the main industries in the UK and how these have changed over time. To know how energy sources are distributed across the UK and how these have changed over time.	To know how to use 4 and 6 figure co-ordinates to locate features on a map. To know the location of our school, Arnold & Nottingham on a map. To know the impact of human processes on the physical environment. To know how to collect data to help answer an enquiry (mapwork, field sketch, survey). To know how to draw a sketch map using symbols and a key.

Geography Long-Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS*	**UTW and foundations of disciplinary knowledge are woven into provision throughout the EYFS curriculum. There are three distinct topics which fit into a more 'traditional' geography model.*	**Houses & Homes (Cycle B)**	**Journeys (Cycle A)**			**Our world** **(Cycle A)**
Year 1		**Weather & Climate**		**Getting to know the UK**		**My Place – Daybrook**
Year 2		**Continents and Oceans**		**Hot and Cold Places**		**Daybrook to Mugumareno Village, Zambia**
Year 3		**Climate Zones**		**North America: The Big Apple**		**Ola Brazil**
Year 4		**Rivers**		**Mountains, volcanoes and earthquakes**		**Our Place – Arnold**
Year 5/6 Cycle A		**The Home Nations**		**Italy & the Mediterranean**		**Our World (sustainability)**
Year 5/6 Cycle B		**Global Trade**		**Hong Kong: A city by the sea**		**Our City – Nottingham**

Key disciplinary knowledge

This table shows how pupils are helped to build up geographical disciplinary knowledge work over time, with increasing complexity as pupils progress through the school. Disciplinary knowledge is weaved into schemes of work alongside substantive knowledge; fieldwork and map skills have a high priority and an enquiry approach is used where appropriate. Where particular statements are across a whole phase, or key stage, this is because pupils will re-visit the statement in a new context or with increasing complexity. In EYFS & KS1, the statements describe how pupils will 'meet' these secondary concepts across the curriculum throughout the year, rather than discreet teaching.

Concept	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Fieldwork: Disciplinary knowledge	Our EYFS pupils will be provided with opportunities to: - explore their setting outdoor area, noticing and naming its features e.g. play equipment, different areas and surfaces, flower beds - experience different weather conditions and their impact on the environment - examine and discuss natural objects e.g. autumn leaves, twigs, stones - explore the immediate vicinity of the setting through walks and visits to selected sites - using small world play or the role play area to represent a visited place - -express their feelings about places they visit, saying which features they like/dislike - counting e.g. cars parked outside the school at the start/end of the day	I know how to add details to a teacher-prepared drawing e.g. adding doors, windows, and other features to the sketched outline of a house I know how to make annotated drawings e.g. to show variations in a row of houses in a local street I know how to use a simple compass and compass directions (north, south, west, east) I know how to take digital photographs e.g. of buildings in the locality, things seen on a bus journey I know how to collect quantitative data to e.g. create a pictogram of favourite places to play. I know how to use a questionnaire to e.g. find out the most popular options for improving playtimes I know how to use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about specific places, explaining why they like/dislike some of its features.		I know how to make models, annotated drawings, and field sketches to record obervations. I know how to take digital photographs, annotating these with labels or captions I know how to collect, analyse, and present quantitative data in charts and graphs I know how to use a questionnaire to collect quantitative data, e.g. to find out and compare how far people travel to a local supermarket. I know how to conduct interviews, e.g. to investigate which spaces or places are valued by local people I know how to use simple time-sampling techniques, e.g. when conducting a traffic survey To know how to use a simple Likert Scale to record their judgements about environmental quality in streets near the school I know how to develop a simple method of recording their feelings about a place or site		I know how to make detailed models, annotated drawings, and field sketches to record a range of observations I know how to take digital photographs, annotating these with labels or captions; choosing what photographs should be taken. I know how to collect, analyse and present qualitative data in charts and graphs; choosing which techniques to use. I know how to design and use a questionnaire to collect quantitative data, e.g. to find out and compare pupils' views on plastic waste I know how to design and conduct interviews, e.g. to establish the range of views local people hold about a local development proposal I know when and how to use different sampling techniques g simple sampling techniques, e.g. time sampling when conducting a noise survey or reasons for travel questionnaire. I know how to design and use a tool to record their feelings about the advantages and disadvantages of e.g., a proposed development I know how to conduct a transect e.g. along a road to observe changes in buildings and land use.	

Maps: Using & Interpreting		I can find information on aerial photographs. I know that maps give information about the world (where and what?). I can follow a route on a prepared map. I can recognise simple features on maps such as buildings, roads and fields. I recognise that maps need a title. I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. I can begin explaining why places are where they are.	I can use atlases, maps and globes. I can use large scale maps outside. I can use maps at more than one scale. I can make and use simple route maps. I can locate photos of features on maps. I can use oblique and aerial views. I can recognise some patterns on maps and begin to explain what they show. I can give maps a title to show their purpose. I can use thematic maps. I can explain what places are like using maps at a local scale.	I can relate maps to each other and to vertical aerial photographs. I can follow routes on maps saying what is seen. I can use index and contents page of atlas. I can use thematic maps for specific purposes. I know that purpose, scale, symbols and style are related. I can appreciate different map projections. I can interpret distribution maps and use thematic maps for information I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.
Maps: Position & Orientation		I am beginning to use directional vocabulary. I can say which direction N, S, E,W is for example, using a compass in the playground. I know which direction N is on an Ordnance Survey map.	I can use simple grids. I can give direction instructions up to 8 cardinal points. I can use 4-figure coordinates to locate features. I know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates.	I can use 4 and 6-figure coordinates to locate features. I can give directions and instructions to 8 cardinal points. I can align a map with a route. I can use latitude and longitude in an atlas or globe.
Maps: Drawing .	Drawing a map e.g. of the setting outdoor area. Making drawings e.g. of their favourite place in the outdoor area, what they saw at the park. Making a 'sequential' or chronological map: sequencing photographs to recall features seen on a visit or short walk in the setting vicinity.	I can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.	I can make a map of a short route with features in correct order. I can make a map of small area with features in correct places.	I can make sketch maps of an area using symbols and key. I can make a plan for example, garden, play park; with scale. I can design maps from descriptions. I can draw thematic maps for example, local open spaces. I can draw scale plans.
Maps: Symbols		I can use symbols on maps (own and class agreed symbols). I know that symbols mean something on maps. I can find a given Ordnance Survey symbol on a map with support. I am beginning to realise why maps need a key.	I can use plan views regularly. I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.	I can use agreed and Ordnance Survey symbols. I appreciate maps cannot show everything. I can use standard symbols I know 1:50.000 symbols and atlas symbols.
Maps: Perspective & scale		I can look down on objects and make a plan for example, on desk, high window to playground. I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area	I can use maps and aerial views to help me talk about for example, views from high places. I can make a simple scale plan of room with whole numbers for example, *1 sq.cm = 1 square tile on the floor moving onto 1cm2 = 1m2.* I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances.	I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope. I can use a scale bar on all maps. I can use a linear scale to measure rivers. I can describe height and slope using maps, fieldwork and photographs. I can read and compare map scales.

				I can draw measured plans for example, from field data.
Maps: Digital map-making		I can find places using a postcode or simple name search. I can add simple information to maps for example, labels and markers. I can draw around simple shapes and explain what they are on the map for example, houses. I can use the measuring tool with support to show distance for example, my house to school, to the shops. I can zoom in and out of a map. I can draw a simple route. I can highlight areas. I can add an image to a map.	I can use the zoom function to locate places. I can use the zoom function to explore places at different scales. I can add a range of annotation labels and text to help me explain features and places. I can highlight an area on a map and measure it using the Area Measurement Tool. I can use grid references in the search function. I can use the grid reference tool to record a location. I can highlight areas within a given radius.	I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue. I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately.