

Geography Curriculum at Soudley School

'Respect for Ourselves, Each Other and The Environment'

Key Drivers

Our Forest, Communication, Knowledge and Understanding of the World

KS1 Long Term Plan

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KS2 Long Term Plan

[KS2%20Long%20Term%20Rolling%20Programme%20Soudley%20.pdf \(website-editor.net\)](#)


A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time (National Curriculum).

Geography in the Early Years is in the context of Understanding the World - Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment (Early Years Matters).

At Soudley School, we make every effort to address the needs of all children and so the activities presented will feature differentiation, extension and will be suitably modified for those with SEND.

When they leave Soudley School, we would like our children to have:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational skills.
- The ability to reach clear conclusions and develop a reasoned argument to present findings
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A real sense of curiosity to find out about the world and the people who live there.
- The ability to express well balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p style="text-align: center;">Curriculum Driver: Knowledge and Understanding of the World</p> <p style="text-align: center;">Our school wide curriculum design allows all pupils to explore their world linking to the Key Driver Knowledge and Understanding of the World</p> 			
<p>Human and Physical Geography Take notice of things around them including places and all the things within them such as trees in the natural environment and roads and traffic in the built environment Begin to use basic geographical vocabulary to refer to key physical features and key human features (see vocabulary list)</p>	<p>Human and Physical Geography Use geographical vocabulary to refer to key physical features and key human features (see vocabulary list) Talk about seasonal and daily weather patterns Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Human and Physical Geography Use geographical vocabulary to describe key aspects of physical and human geography e.g. water cycle (physical) and types of settlement (human)</p>	<p>Human and Physical Geography Use geographical vocabulary to demonstrate an understanding of key aspects of physical geography and human geography e.g. how land use has changed over time or how natural disasters may impact on communities</p>
<p style="text-align: center;">Vocabulary lists are used and revisited to ensure vocabulary is progressive. This is tangible across the school (see vocab list below)</p>			
<p>Geography Skills and Fieldwork Immediate surroundings, field, school grounds, forest school site Notice things on journeys such as the sequence of traffic lights or the names on street signs Visit places and find out about different elements of environments in books, on TV and through other technology Maps of journeys e.g. story map style, journey sticks Use directional and positional language Questioning skills ... begin to ask questions about what they observe. Adult modelling. Where is ... what is ...</p>	<p>Geography Skills and Fieldwork School grounds, including forest school site, wider village location, ponds, Dean Heritage Centre etc. Simple compass directions (north, east, south, west) World maps, atlases and globes Devise simple maps and use basic symbols in a key Questioning ... 5 w's – what, who, where, when, why?</p>	<p>Geography Skills and Fieldwork Local area (explored in different ways to KS1) Use sketch maps, plans and graphs and digital technologies and ordnance survey maps 8 points of a compass (north-west, south-east etc) Introduced to grid references (four-figures) Questioning ... what would, where would, when would, why would, how would?</p>	<p>Geography Skills and Fieldwork Local area (explored in different ways to KS1 and LKS2) Ordnance survey maps -using six figured grid references Present in a variety of ways Reach conclusions and develop a reasoned argument to explain findings Questioning ... what might, where might, when might, why might, how might?</p>
<p style="text-align: center;">Curriculum Driver Our Forest</p> <p style="text-align: center;">Whole school fieldwork opportunities e.g. end of year trips – forest and coast, urban and rural, village and city (fieldwork opportunities should be meaningful, well researched, planned and provide valuable learning experiences for all children- they should explicitly teach key knowledge and vocabulary)</p> <p style="text-align: center;">Rights Respecting School</p>			
<p>Locational and Place Knowledge Finding out about places begins initially when a child learns about their own home and the things nearby Notice on a globe / map how the world is made up of land and sea Point to the UK on a map</p>	<p>Locational and Place Knowledge School locality – how has it changed over time? Comparisons made between urban/rural etc Name and locate the World's seven continents and five oceans and the four</p>	<p>Locational and Place Knowledge Geographical similarities and differences between different countries Discussing and comparing the characteristics of different geographical areas when referring to for example; the Tropic of</p>	<p>Locational and Place Knowledge 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</p>

Look at maps of the school and its grounds/ surrounding area Describe simple features	countries and capital cities of the United Kingdom and its surrounding seas	Cancer/Capricorn, Northern Hemisphere/ Southern Hemisphere	Compare places – population, land use etc. Develop an understanding of how places are interrelated and interconnected.
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Reception / Early Years	KS1	Lower KS2	Upper KS2
World Earth Land Village Beach Sea Hill River Stream Map Globe Season (Spring, Summer, Autumn, Winter) Weather Building House Bungalow Flat Office Factory Farm Shop Field Forest Mountain Backward, forward Next to, near Left, right	Human Physical Urban Rural Coast Harbour, port Vegetation Environment Fieldwork Continent (Europe, Africa, Asia, North America, South America, Australasia, Antarctica) Country Capital city (London, Cardiff, Edinburgh, Belfast) Ocean (Arctic Ocean, Atlantic Ocean, Pacific Ocean, Pacific Ocean, Southern Ocean) City Aerial Equator North Pole South Pole Compass North, east, south, west Symbol Key Scale	Sketch map Plan Graph Digital technology Terrestrial Marine Settlement Northern hemisphere Southern hemisphere Water cycle Natural disaster Ordnance survey Grid-reference Northeast Northwest Southeast Southwest Digital mapping Latitude Longitude Tropics of Cancer and Capricorn Arctic and Antarctic Circle Prime/Greenwich Meridian Time zones	Biome Vegetation belt Economy Distribution Trade Topography Population Community Environmental impact Region Migration Land-use Sustainability Conservation

Assessment and Progression

Our curriculum is knowledge based and designed to have an impact on long term memory. See long, medium, short term plans regarding curriculum content and coverage. The following outlines the progress expected within the subject and helps to ensure and track progression throughout the school in our mixed age classes.

Due to the impact of Covid, teachers assess children at the beginning of units of work and track back through the colours when necessary, to fill gaps and ensure sound understanding before moving on.

	Rainbow reference	Geographical study and Fieldwork Children can:	Maps Children can:	Knowledge and understanding Children can:
Pre-school	White	Explore their immediate environment		Know about different places they have experienced
Reception	Red	Explore their immediate environment Talk about what they like about the immediate environment Enjoy books about places	Know about the layout of the school and follow instructions to use the building Play with a globe	Know about different places they have experienced Know about different places in the world from festivals celebrated Show interest in a continuous provision area such as a travel agents
Year One	Orange	Show interest in what they see in field work Record what they have seen, in simple ways, including pictures and diagrams with labels Remember and talk about what was seen Use a digital cameras to record what they see Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart	Use simple blocked maps and plans Make simple plans and talk about them Mark the location of the school on a simple local map Identify where they have been on holiday, using a map	Describe places using their characteristics and simple vocabulary – e.g. house, street, wood Make lists of places with similar characteristics – e.g. the seaside, towns Talk about places seen in books, videos, internet Describe different types of buildings Understand the concept of close and far away
Year Two	Yellow	Ask simple geographical questions Take and use digital photographs Make detailed sketches whilst on field work and/or draw labelled diagrams Discuss changes in weather and seasons from a chart Use tally charts and simple tables to collect information	Identify features on a map Know the main aspects of the British Isles using maps Draw simple maps and plans, sometimes with keys Make a plan of the classroom Mark some locations on a map of UK – our town, our school visit, my holiday Identify the main regions of the world – continents, equator, tropics Begin to use concepts of NSEW	Recognise characteristic physical and human features of places - built up, noisy, busy .. Identify parts of some physical features – e.g. coast Understand similarities and differences in places Use aerial photographs to identify land use and other geographical features Know that places are linked by paths or roads Express views about local area and environment Use vocabulary of size to classify – hamlet, town, city

Year Three	Green	<p>Use prediction and prior knowledge to find out about unknown places, and combine this with observation</p> <p>Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</p> <p>Suggest own ways of presenting information, including graphically and in writing</p> <p>Make detailed and labelled field sketches</p> <p>Make field measurements over time Collect statistics and present them appropriately</p> <p>Record information on charts, graphs and tables</p> <p>Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate</p> <p>Begin to use the computer to draw graphs</p>	<p>Draw maps of local places, including sketches from field work</p> <p>Use and draw maps with a simple key</p> <p>Use maps with simple grid references</p> <p>Work out routes on maps and plans</p> <p>Find longest and shortest routes using maps</p> <p>Plan routes using 4 points of the compass</p> <p>Compare information from atlases with that from a globe</p> <p>Use atlases which show physical and human features</p> <p>Use contents and index pages of an atlas</p>	<p>Work out a location using a range of information</p> <p>Understand the different uses of different places</p> <p>Understand that different places may have similar / different characteristics and give reasons for these</p> <p>Understand and use the concept of reciprocal link between physical and human features</p> <p>Describe and identify how a place has changed</p> <p>Understand how economic development can change a place Identify the parts of a river, and land use around and how these can change people's lives</p> <p>Express views and recognise how people affect the environment, summarising the issues</p> <p>Suggest ways of improving local environment</p> <p>Understand how weather changes an environment</p> <p>Know the difference between weather and climate</p> <p>Suggest ways towards a reduction in climate change</p>
Year Four	Blue	<p>Draw on own knowledge and understanding when setting up a field work investigation</p> <p>Examine, question, analyse what is discovered, using a range of evidence</p> <p>Discriminate between different sources of information</p> <p>Test conclusions for accuracy</p> <p>Measure wind speed, rainfall and noise levels</p> <p>Make good use of ICT in charts and graphs</p> <p>Use a database to find out information Make a database to record information Prepare questionnaires to investigate people's views on an environmental issue Offer explanations for some features seen in field work,</p>	<p>Read and use the symbols on an OS map Use four figure grid references to locate points on a map</p> <p>Identify time differences around the world</p> <p>Plan a route and work out distance using map scales</p>	<p>Begin to recognise geographical patterns, and identify through aerial photographs</p> <p>Understand why people choose to live in contrasting areas</p> <p>Compares the lives of people in two different environments or places Understand how people can both improve and damage the environment Explain the process of erosion and deposition, and its effects on people</p> <p>Consider the future of some physical and human features, based on an understanding of change</p> <p>Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each</p>

		underlying reasons for observations, giving own views and judgements		
Year Five	Indigo	<p>Suggest suitable questions for a field work study</p> <p>Rank information found into order of importance</p> <p>Come to accurate conclusions, using information</p> <p>Make careful measurements - e.g. rainfall, noise level, distance</p> <p>Collect statistics about people and places</p> <p>Begin to use a range of graphs, including pie charts</p>	<p>Work out a journey time, using their knowledge of time zones</p> <p>Use and understand simple scale</p>	<p>Begin to understand geographical pattern – e.g. industry by a river</p> <p>Describe and begin to explain patterns and physical and human changes Describe how change can lead to similarities between different places Justify own viewpoint or decision, and use new information to adapt their own viewpoint</p>
Year Six	Violet	<p>Suggest relevant issues for further study</p> <p>Carefully select sources of evidence, and sift information</p> <p>Collect statistics about people and places, and set up a database from fieldwork or research</p> <p>Analyse data – e.g. population data - using similarity and difference</p> <p>Speculate and hypothesise about what is found</p> <p>Suggest plausible conclusions, and back up with evidence</p>	<p>Use 6 figure grid references</p> <p>Use a compass to follow a route</p>	<p>Suggest how human activities can cause changes to environment and to the different views people hold</p> <p>Recognise dependent links and relationships in both human and physical geography</p> <p>Make a plausible case for environmental change</p> <p>Interpret other people’s arguments for change, analysing and evaluating their viewpoints</p>