



Geography Teaching and Learning Policy

This teaching and learning policy is underpinned by the school's vision and values:

Be happy: aspire, believe, achieve

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Philippians 4:13

'I can do all things through Christ who strengthens me.'

1. Introduction

1.1 This teaching and learning policy is written so that staff, parents and governors are clear with regard to teaching and learning standards and expectations of Geography across the school.

1.2 The school's Geography subject leader is Miss Nicola Bleasby.

1.3 The school's Geography link governor is Alison Russell.

2. Aims and objectives

2.1 Intent

We acknowledge and celebrate that each child is unique and that they learn in different ways. At Croft school, we provide an engaging, interesting and creative learning experience that allows children to develop their knowledge, skills and abilities to their full potential. Our Geography curriculum is ambitious and designed to meet the diverse needs of the children who attend Croft School. It aims to provide all pupils with the knowledge, skills and cultural capital they need to succeed in their lives.

Our core aims are to provide a Geography curriculum that builds on pupils' *geographical knowledge and skills* and empowers our children to be:

- Independent
- Perseverant
- Respectful

We believe that these are the three gifts that we would like to give our pupils help them to succeed as life-long learners and children of God. The 'giving' of these gifts are what drive the curriculum at Croft school.

The development of pupils as learners of the future is at the heart of what we are trying to achieve at Croft School. We want our children to be happy geographers who are confident, knowledgeable, skilful and resilient.

2.2 Implementation

Our curriculum provides pupils with rich, deep, inter-connected curriculum contexts to develop their skills of resilience, independence and emotional intelligence. These key curriculum elements are woven into our coherently planned, sequenced, enquiry-led learning units. This is supported by an approach that highly values metacognition and self-regulated learning. Whilst developing key skills and vocabulary in Geography to allow pupils to develop as knowledgeable and skilful Geographers. Learning in Geography also supports pupils to debate, enquire, compare, contrast and engage in social action projects and have a positive impact the lives of others. Teaching promotes the development of pupils' resilience skills to become knowledgeable and skilful Geographers.

2.3 Impact

Our Geography curriculum ensures that our children develop detailed knowledge and skills across the curriculum and, as a result, achieve exceptionally well which is reflected in our consistently high outcomes for our pupils.

Our pupils will:

- be inspired to develop their curiosity and fascination about the world and its people which will remain with them for the rest of their lives.
- be equipped 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.
- deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- be confident to debate, compare, contrast and enquire with geographical contexts.
- understand and use key geographical language which will be built upon as they move on through the school.
- reflect upon their progress and learning and feel happiness in what they have achieved.
- will learn lessons from Geography, both human and physical, to influence the decisions they make in their lives in the future developing emotional intelligence and their empathy for others.

Our pupils are continually growing as independent, perseverant and respectful learners and citizens.

3. Effective learning

3.1 We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn most effectively. We take into account the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

3.2 Pupils will work independently, in pairs, small groups and larger groups in structured and unstructured ways. Our Geography curriculum encourages children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on what helps and what makes it difficult for them. In addition to the curriculum knowledge that we deliver we also aim to develop children's learning to learn skills; life-long skills that will play a major role in their learning both at school and in later life.

These include:

- Observation and reflections skills
- Group work and team work skills
- Problem-finding and problem-solving skills
- Creative thinking skills and imagination
- Analysis, logic, reasoning and synthesis
- Lateral thinking skills
- Listening skills
- Research skills (including locating and managing)
- Resources, questioning, skimming, scanning
- Comprehension; (summarising, note-making)
- Personal organisation skills
- Presentation skills
- Peer teaching and learning skills
- Evaluation skills
- Personal and collaborative decision-making skills
- Time management skills
- Memory skills
- Leadership skills
- Social skills
- Digital literacy skills

4. Curriculum Design

4.1 Curriculum

We use the Geography National Curriculum and Key Stage expectations to plan our curriculum. Our curriculum 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. Pupils 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.

4.2 Content

In Early Years we use Development Matters 'The World' to guide teaching and learning. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes associated with the following content:

Early Years Foundation Stage

Pupils explore Geographical concepts through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- comment and asks questions about aspects of their familiar world such as the place where they live or the natural world
- talk about some of the things they have observed such as plants, animals, natural and found objects
- talk about why things happen and how things work
- show care and concern for living things and the environment
- know about similarities and differences in relation to places, objects, materials and living things
- talk about the features of their own immediate environment and how environments might vary from one another
- make observations of animals and plants and explain why some things occur, and talk about changes

Key stage 1

Pupils develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils are taught:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and 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
- 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 [for example, near and far; left and right], 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

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils are taught:

Locational knowledge

- to 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 within 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
- 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 eight points of a compass, four and six-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.

4.2 How does the school ensure curriculum coverage?

The Geography subject leader is responsible for developing the school's curriculum intent and ensuring that it is implemented consistently and effectively and is having an impact across the school.

The subject leader works with other subject leaders across the school to make relevant links between learning focuses and the co-curriculum. History and Geography drive the curriculum at Croft. The Geography curriculum operates on a two year rolling cycle from Early Years to Year 6 and ensures full curriculum coverage of learning focuses (see appendix 1 – Geography Long Term Map).

4.3 Curriculum Organisation

The Geography curriculum is organised so that key skills and key vocabulary are built upon sequentially to ensure that learning is deep and embedded. The subject leader developed a progression in Geographical key vocabulary and key skills document to communicate this.

4.4 Planning

Using the Geography long-term map and progression in key vocabulary and key skills documents, learning is structured into learning units (see appendix 4 – Geography Learning Unit Overviews). The subject leader produces learning unit overviews for staff that summarise key aspects of learning in Geography.

The school uses a cross-curricular approach to planning Geography and uses 'WOW' experiences to engage pupils' interest, often at the outset of learning. This is intended to motivate and stimulate the children's curiosity for the topic.

5.0 Teaching

Learning Units

5.1.1 Each learning unit will usually last around 6-8 weeks. Learning unit overviews provide key medium term planning for teachers to follow. They include: key learning focus; learning theme; learning objectives; vocabulary; resources; assessment tasks; assessment criteria and suggested links to social action, cultural capital and opportunities to debate.

5.1.2 Learning Unit Structure

Each Learning Unit begins with a key Geographical concept, knowledge or skill, where geographical skills and vocabulary are discussed. Children explore this focus from a skilful, knowledgeable and inquisitive viewpoint. They build their knowledge and skills from their research, fieldwork and modelled teaching. The final, teacher-assessed piece of work, in each learning unit, demonstrates a child's knowledge and understanding of the learning focus studied.

5.2 Lessons

High quality Geography teaching involves drawing on a range of strategies that are closely matched to the learning objectives of the lesson. This, in turn, will match the particular learning needs of the pupils in the class. Teachers plan and resource lessons with high expectations for all pupils including the most able. Learning objectives reflect this and are used to measure the outcomes of the lesson.

Lessons are not always the same, however teachers will always ensure that:

5.2.1 All tasks and activities that the children partake in are safe and appropriate risk assessments are made prior to learning.

5.2.2 The leaders and experts in the classroom are the adults. Adults lead pupils decisively and confidently following school policies and class routines having high expectations of what pupils can achieve.

5.2.3 Staff are always ready for pupils as soon as they enter the room with work and resources prepared.

5.2.4 Learning objectives and key vocabulary are visually shared and discussed with pupils at the outset of learning. Learning objectives are used to measure the outcomes of the lesson. Pupils and staff know the language that they are expected to use and its meaning before learning begins. Technical and subject specific vocabulary is shared with Teaching Assistants prior to learning.

5.2.5 Learning objectives and the date are written and underlined (with a ruler) at the top of the page in pupils' topic books.

5.2.6 'Thinking Frames' are the only form of worksheets that are be used to ensure that pupils remain focused on key learning skills. Pupils are taught to talk about the learning skills that they are developing.

5.2.7 Learning is differentiated. The teacher will use resources such as: word mats, visual prompts, now and next prompts, technology, simplified texts etc to ensure that pupils can access learning and achieve. Some pupils will require more intense, targeted support and may need guidance from an adult to meet their needs.

5.2.8 Learning is pitched to meet all children's needs. Children who are capable of more within a lesson are moved on swiftly to more challenging work. Pupils who are finding work challenging are quickly identified and supported.

5.2.9 Questioning is purposeful and promotes learning. Teachers anticipate where mistakes arise and plan probing questions or examples ready to shape learning. Teachers provide TAs with examples of questions prior to learning.

5.2.10 Teaching assistants and other adult helpers are deployed effectively. Sometimes they work with individual children or with groups.

5.2.11 Adults consistently and overtly praise and value 'hard work' and 'making mistakes' so that pupils feel empowered to take risks in their learning and develop resilience.

5.2.12 Adults promote a culture of independence and enable pupils to solve their own problems and not do this for them. They work hard to help pupils to 'help themselves'.

5.2.13 There is a school expectation that pupils work in silence when working independently and that pupils raise their hand if they would like to speak and not 'shout out' or get out of their seat to get an adult's attention. Staff ensure that that this always happens.

5.2.14 Staff do not accept poor standards of handwriting and spelling in Geography. Pupils are challenged to rectify this swiftly and consistently.

5.2.15 Lessons are concluded with a reflection activity where pupils assess their own learning and each other's. Pupils are provided with an introduction to where the learning will go to next.

5.3 What resources are available?

The Geography subject leader is responsible for planning, ordering, managing, organising Geography resources. The basics include: a globe and world map available in every classroom, an individual map of the UK and Ireland in KS1 and 2, orienteering resources, compasses, aerial photographs and plan perspectives, iPads and laptops and relevant topic information books and non-fiction books.

There is an annual resources budget available for the subject leader of

6. Assessment

6.1 Formative assessment and feedback

Pupils' topic books provide the main evidence for formative assessment. However, pupils are also observed when they are working and are assessed against learning outcomes using the school's one page learning evaluation and feedback summary sheet.

6.1.1 All work in pupils' topic book is marked using the schools marking and feedback policy. Standards of work should reflect that of the standard of work in other subjects such as English.

6.1.2 Sometimes teachers will assess learning using the school's one page learning evaluation and feedback sheet. This form of assessment reduces teacher workload and provides opportunities for teachers to assess all pupils swiftly. Outcomes of one page learning and feedback sheets are shared with pupils either at the end of the lesson or the beginning of the next lesson.

6.1.3 Mini plenaries are used during learning to assess and provide consolidation opportunities for pupils at transition points within a lesson. Pupils are also provided with 'live' individual feedback as pupils work by teachers and teaching assistants.

6.1.4 Peer to peer feedback and reflection is used regularly as an essential part of learning in Geography.

6.1.5 Geographical knowledge and skills are assessed using pre and post learning quizzes. These can be found within children's topic books

6.1.6 The subject leader maintains a portfolio of examples of pupils' work to support assessment judgements and moderation.

6.1.7 Instant displays using a 'washing line' and topic wall are used to exhibit whole class work and demonstrate that pupils' work is highly valued.

6.2 Summative assessment

Across each key stage, pupils are assessed against the following key assessment criteria:

Early Years

I know about similarities and differences in relation to places, objects, materials and living things

I talk about the features of my own immediate environment and how environments might vary from one another

I make observations of animals and plants and explain why some things occur, and talk about changes

KS1

I can name the four countries in the United Kingdom and locate them on a map.

I can keep a weather chart and answer questions about the weather.

I can explain some of the main things that are in hot and cold places.

I can explain the clothes that I would wear in hot and cold places.

I can explain how the weather changes throughout the year and name the seasons.

I can point to the Equator, North and South Pole on an atlas and globe.

I can describe some of the features of an island.

I can explain where I live and can tell someone my address.

I know the four main directions on a compass are North; East, South and West.

I can say what I like and do not like about the place I live.

I can name the continents of the world and locate them on a map.

I can name the world's oceans and locate them on a map.

I can name the capital cities of England, Wales, Scotland and Northern Ireland.

I can say what I like and do not like about a place that is different to the one I live in.

I can describe a place outside Europe using geographical words.

I can explain how jobs may be different in other locations.

I can the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.

I can explain the facilities that a village, town and city may need and give reasons.

I use the directional vocabulary: near; far; left; right to explain where a location is.

KS2

I can name a number of countries in the Northern Hemisphere.

I can name the capital city of at least six European countries.

I can locate the Tropic of Cancer and Tropic of Capricorn.

I know whether a country is located in the Southern or Northern Hemisphere

I can explain why people may be attracted to live in cities.

I can explain why people may choose to live in one place rather than another.

I can locate and name some of the world's most famous volcanoes.

I can describe and understand the key aspects of earthquakes.

I can describe and understand the key aspects of volcanoes.

I can plan a journey from my town/ city to another place in England.

I can find at least six cities in the UK on a map.

I can carry out research to discover features of villages, towns and cities.

I can name and locate some of the main islands that surround the United Kingdom.

I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.

I can explain the difference between the British Isles, Great Britain and the United Kingdom.

I can name and locate the capital cities of neighbouring European countries.

I know the countries that make up the European Union.

I can name and locate many of the world's most famous mountainous regions.

I can explain why most cities are situated by rivers.

I can explain the course of a river.

I can name and locate many of the world's most famous rivers.
 I can recognise the importance of ports and the role they play in distributing goods around the world.
 I can use an atlas by using the index to find places.
 I can use some basic Ordnance Survey map symbols.
 I can use Ordnance Survey symbols and 6 figure grid references.
 I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.).
 I can describe how some places are similar and dissimilar in relation to their human and physical features.
 I can explain how time zones work and calculate time differences around the world.
 I can name the largest non-polar desert in the world and locate desert regions in an atlas.

Pupils are assessed as either:

Emerging		Pupil is beginning to make simple connections within the assessment focus.
Developing		Pupil has started to develop an understanding of skills and ideas around the assessment focus.
Confident		Pupil has reached a good level of independence.
Confident		Pupil is skilled, independent and able.
Fluent		Pupil is highly able and can coach others.

At the end of the year, a judgement is made as to whether a pupil is 'on track' to complete the key stage as: working towards expectations, working at expectations or working above expectations. When a pupil reaches the end of a key stage a formal judgement is made using the same criteria.

7. The role of pupils

7.1 Our pupils will:

- value themselves and each other as Geographers
- try hard and persevere with their learning
- take pride in the presentation of their topic book
- respect and value Geography resources and materials
- model positive attitudes to learning
- develop themselves as Geographers though developing an inquisitive mind
- listen to others well and be respectful towards adults and each other

8. The role of Staff

8.1 Teachers and teaching assistants are responsible for the delivering high quality teaching and learning. They will:

- Implement the school's Geography Teaching and Learning Policy rigidly to ensure consistent practice across the school.
- Model an enthusiasm for Geography.
- Model thinking and talk to develop pupils' metacognitive and cognitive skills and ensure that learning is sufficiently challenging to develop pupils' self-regulation and metacognition.
- Ensure that pupils are taught how to organise and effectively manage their learning independently.
- Plan lessons that consider prior attainment, individual learning needs, different learning styles in order all students can access the curriculum and make at least good progress.
- Use questioning styles to stretch and challenge students.
- Keep up to date with their Geography subject knowledge and pedagogical approaches to learning.
- Be acutely aware of students who are not making progress in Geography and plan timely interventions to ensure that good progress is made.

8.2 The Geography subject leader is responsible for the overall leadership and management of Geography across the school. They will:

- Maintain an effective Geography subject leadership file.
- Create and implement an annual Geography action plan and monitor and evaluate progress towards targets.
- Ensure that adequate and appropriate resources are stocked.
- Monitor the quality of teaching of Geography (evidence includes: Lessons, Planning, Pupils' Work, Learning Walks, Class Displays, Learning Environments, Pupil Surveys, Staff Surveys, Pupil interviews)
- Maintain Geography teaching and learning monitoring records.
- Maintain a termly updated Geography One Page Leadership Summary.
- Ensure that the school's Geography Teaching and Learning Policy and subject information on the school website are accurate and up-to date.

- Lead staff meetings, support staff and ensure that staff are clear about teaching and learning expectations in Geography.
- Access and record Geography CPD and maintain personal subject knowledge and skills.
- Have high expectations of themselves within the role of Geography subject leader and of others in the implementation of the Geography Teaching and Learning Policy.

9. The role of the Geography link governor.

9.1 The Geography link governor will support, monitor and review the Geography Teaching and Learning Policy. In particular they will:

- Monitor the effectiveness of the school's Geography teaching and learning policy through the school self-review processes.
- Complete two governor monitoring visits each year alongside the Geography subject leader.

10. The role of parents

10.1 Parents have a fundamental role to play in helping children to learn. We expect that parents will be supportive of the implementation of the school's Geography teaching and learning policy.

11. Digital Learning

11.1 The use of technology to support pupils' learning is a high priority in school. Increasingly jobs are becoming more dependent on employees using technology to work more effectively with technology. At Croft we recognise the need this creates for us to help pupils develop technological skills.

11.2 In KS2 we will allow all pupils to have access to a tablet. KS1 will have access to one between two.

11.3 Tasks that can be completed on these tablets:

- Research
- Accessing websites
- Screen sharing capabilities to support pupils work
- Screen sharing capabilities to give children live feedback within a lesson
- Support with spellings
- Access to online dictionaries
- To complete class work set on Seesaw
- To share work with home on Seesaw easily
- To have access to books and stories
- To create films
- To create posters
- Using Augmented Reality apps
- Educational games
- Whole class quizzes
- Work handouts to be available on the tablet

11.4 Work produced on iPads will be expected to be of the same quality of work produced in books. Presentation of core and non-core work must remain formal with no use of Emojis and drawings unless pupils have been directed to do so.

11.5 Where Learning Journals are completed on Seesaw these must be assigned as activities. This means monitoring can be done through the calendar function on Seesaw.

11.6 The ways children can respond to work digitally are:

- Write in books and take photos of work
- Write on whiteboards and take photos of work
- Voice Recordings
- Screen Recordings

- Peer to peer interviews
- Screenshots
- Text
- Peer Text (#TAG)
- Videos

11.7 Screen Time must be monitored carefully. Pupils should be spending no more than 30 minutes on a tablet completing a task without an extended break. Lessons where pupils are using tablets to look at a handout can last for up to 1 hour as pupils will only be referencing the tablet while writing in their books.

11.8 Pupils will be made aware of the taking of photos on their tablets, it must be done with other people's permission. This is acceptable with the direction of the teacher and can be shared on Seesaw (if we have the child's permission)

11.9 At times pupils may be given the opportunity to partake in discussions on Seesaw. Pupils can use an informal tone of writing in their comments, this will be taught to them explicitly and support their learning of different levels of formality depending on purpose and audience. Pupils must not use abbreviations and any post containing them will not be approved. Pupils will be reminded of constructive feedback before these sessions.

Appendix 1:

Geography Long Term Curriculum Map

Subject: Geography (Route A)

	Autumn		Spring		Summer	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
EYFS	UK and Craft Comments and asks questions about aspects of their familiar world (the place where they live)	UK and Craft Comments and asks questions about aspects of their familiar world (the place where they live)	Human and physical features Comments and asks questions about aspects of their familiar world (natural world)	Human and physical features Comments and asks questions about aspects of their familiar world (natural world)	UK and other countries Talk about the features of the immediate environment and how environments might vary from one another	Maps and Seas Talk about the features of the immediate environment and how environments might vary from one another
KS1	Me, Myself and I (toys) Simple fieldwork of school grounds including key human and physical features	Turrets and Tiaras Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	The Great Fire of London Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	London Use world maps, atlases and globes to identify the United Kingdom and its countries	Pirates Use simple compass directions	Under the Sea Name and locate the world's seven continents and five oceans
Lower KS2	Ancient Egyptians Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, time zones	Ancient Egyptians Physical geography (climate zones)	Where is the ideal UK stay-cation? Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics	How might St Peter's Church have been different if it was not for Henry 8th? Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Where has your water been? Physical geography (water cycle)	Where has your water been? Measure, record and present the human and physical features in the local area using a range of methods
Upper KS2	Ancient Greece Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, time zones How has Ancient Greece influenced your life?	Ancient Greece Physical geography, (including: climate zones, biomes and vegetation belts, rivers) How has Ancient Greece influenced your life?		The UK vs Europe Eight points of a compass, four and six-figure grid references, symbols and key	Human geography (economic activity trade links, and the distribution of natural resources including energy, food, minerals and water) Eco-Warriors	Railway Revolution Fieldwork (physical features in the local area using a range of methods)

Subject: Geography (Route B)

	Autumn		Spring		Summer	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
EYFS	UK and Craft Comments and asks questions about aspects of their familiar world (the place where they live)	UK and Craft Comments and asks questions about aspects of their familiar world (the place where they live)	Human and physical features Comments and asks questions about aspects of their familiar world (natural world)	Human and physical features Comments and asks questions about aspects of their familiar world (natural world)	UK and other countries Talk about the features of the immediate environment and how environments might vary from one another	Maps and Seas Talk about the features of the immediate environment and how environments might vary from one another
KS1	Me, Myself and I (schools of the pas – Victorians) Simple fieldwork of school grounds including key human and physical features		Explorers 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	Transport Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Nurturing Nurses Name and locate the world's seven continents and five oceans	The seaside Study of the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Lower KS2			Rainforests Locate the world's countries, using maps (South America)	Rainforests Similarities and differences (region of the United Kingdom, a region in a European country, and a region within North or South America)	Human geography (distribution of natural trade-links and food) Do you pay enough for your chocolate bars?	Maps, Atlases and Globes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Do you pay enough for your chocolate bars?
Upper KS2	Anglo Saxons and Scots Name and locate counties and cities of the United Kingdom (human and physical characteristics and changes over time) <i>Why was Britain an easy target for the Anglo Saxons and Scots?</i>	Anglo Saxons and Scots Measure, record and present the human and physical features in the local area using a range of methods <i>Why was Britain an easy target for the Anglo Saxons and Scots?</i>		Slavery Human geography, (types of settlement and land use, economic activity trade links)	Natural Disasters Physical geography (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)	Natural Disasters Understand geographical similarities and differences through the study of human and physical geography

