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## Geography

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| Intent | Implementation | Impact |
| * As a school, it is our aim to instil a love of geographical knowledge and skill in all our children, whilst also encompassing Gospel values and inspiring our children to be spiritual and moral individuals who are capable of making positive life choices. * We work hard to provide an interesting and varied curriculum, which interests and intrigues our children whilst meeting the needs of all backgrounds, cultures and abilities. * From EYFS up to the end of KS2, the children to be taught a variety of geographical terms that relate both to our local area and worldwide * We aspire for all children to realise their full potential in geography; through the use of ‘forwards and backwards engineering’. Topics and skills are revisited, giving students the best chance to reach the level of mastery in geography * We encourage our children to be responsible members of our community by providing a curriculum rich in cultural capital which gives our students the vital background knowledge to allow them to develop their own moral compass. | * Our curriculum is centred on the Chris Quigley scheme of work. Progression is achieved through three milestones, with each milestone lasting two years. In each milestone, children are given the opportunity to revisit topics taught in the previous school year, giving students the time to develop a greater understanding of topics studied. * Within each milestone, students will progress through three cognitive domains: establishing, developing and mastering. Through effective teaching and an engaging curriculum content, the aim is for students to have reached the mastery stage of each topic at the end of each milestone. * The use of whole class pedagogy will be used to deliver the curriculum, which aims to be captivating, engaging and challenging for all abilities. | * Use of learning walks and book scrutiny will allow subject leaders to monitor subject coverage and pedagogy. * Collecting children’s interviews annually to ensure that their voice is heard in regards to the school’s geography curriculum and subject coverage. * Formative assessment will be carried out on a regular basis, through the use of Insight, which will inform teachers of those who are achieving their potential and those who need additional support. * Alongside this, teachers will undertake POP (Proof of Progress) indicators, which will outline curriculum expectations and identify those students who were able to show establishing, developing and mastering levels of understanding. * Children will achieve age related expectations in geography at the end of their cohort year. |

## Expected Outcomes

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| Expected Outcomes by the end of EYFS |
| * What is Bonfire night and why do we celebrate it? * Where is India and what is life like there? * What is Diwali? * How is Diwali the same/different to Bonfire night? * What is the job of a firefighter? * Where do we live and where is our school? * How do we know that Corby is a town? * Who are the people in our community and why are they important? * What is Bonfire night and why do we celebrate it? * Where is India and what is life like there? * What is Diwali? * How is Diwali the same/different to Bonfire night? * What is the job of a firefighter? * Where do we live and where is our school? * How do we know that Corby is a town? * Who are the people in our community and why are they important? * Who was Captain Cook? * What does it mean to explore? * Where is Australia? * What would it be like to live in Australia? * How is Australia the same/different to the UK? * Do all humans sleep at the same time? |

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| **Threshold Concept** | **Milestone One** | **Milestone Two** | **Milestone Three** |
| **By the end of Year Two, the children should be able to:** | **By the end of Year Four, the children should be able to:** | **By the end of Year Six, the children should be able to:** |
| **Investigate places**  **This concept involves understanding the geographical location of places and their physical and human features.** | • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).  • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  • Use aerial images and recognise landmarks and basic physical features.  • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  • Name and locate the world’s continents and oceans. | • Ask and answer geographical questions about the physical and human characteristics of a location.  • Explain own views about locations, giving reasons.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  • Use a range of resources to identify the key physical and human features of a location.  • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of Europe and identify their main physical and human characteristics. | • Collect and analyse statistics and other information in order to draw clear conclusions about locations.  • Identify and describe how the physical features affect the human activity within a location.  • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  • Analyse and give views on the effectiveness of different geographical representations of a location.  • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of North and South America and identify their main physical and human characteristics. |
| **Investigate patterns**  **This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world’s natural resources are used and transported** | • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.  • 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. | • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  • Describe geographical similarities and differences between countries. | • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).  • Understand some of the reasons for geographical similarities and differences between countries.  • Describe how locations around the world are changing and explain some of the reasons for change.  • Describe geographical diversity across the world.  • Describe how countries and geographical regions are interconnected and interdependent. |
| **Communicate geographically**  **This concept involves understanding geographical representations, vocabulary and techniques.** | • Use basic geographical vocabulary to refer to:  • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  • key human features, including: city, town, village, factory, farm, house, office and shop.  • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.  • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | • Describe key aspects of:  • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  • human geography, including: settlements and land use.  • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | • 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.  • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.  • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). |

## Curriculum Overview

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|  | **Term One** | **Term Two** | **Term Three** | **Term Four** | **Term Five** | **Term Six** |
| **EYFS** | What is Bonfire night and why do we celebrate it?  Where is India and what is life like there?  What is Diwali?  How is Diwali the same/different to Bonfire night?  What is the job of a firefighter? | Where do we live and where is our school?  How do we know that Corby is a town?  Who are the people in our community and why are they important? | Where in the world is China?  What is life like in China?  How do people in China celebrate Chinese New Year?  How is Chinese New Year the same/different to Diwali? |  | Who was Captain Cook?  What does it mean to explore? | Where is Australia?  What would it be like to live in Australia?  How is Australia the same/different to the UK?  Do all humans sleep at the same time? |
| **Year One** | Maps & Weather | Local Geography |  | Four Nations of the UK | Australia | Australia |
| **Year Two** | Maps & Weather | Local Geography |  | Four Nations of the UK | Australia | Australia |

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|  | **Term One** | **Term Two** | **Term Three** | **Term Four** | **Term Five** | **Term Six** |
| **Year Three** | Landscapes/Rivers & Mountains | Landscapes/Rivers & Mountains | Europe |  | Earthquakes, Volcanoes and Climate Change |  |
| **Year Four** | Landscapes/Rivers & Mountains | Landscapes/Rivers & Mountains | Earthquakes & Volcanoes | Europe Maps and Population |  | Climate Change |
| **Year Five** |  | Maps | Biomes | Biomes | North America: Population, Mountains, Rivers | South America: Population, Mountains, Rivers |
| **Year Six** | Using Maps and Grid References | Using Maps and Grid References | Biomes | Biomes | North America: Population, Mountains, Rivers | South America: Population, Mountains, Rivers |

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| **Unit:** | The Gunpowder Plot |
| **This unit links back to:** |  |
| **Strands** | **Know, Understand, Use, Practice to Master** |
| Settlements | * What do I know/understand about the Houses of Parliament?   + **The houses of parliament** are in London   + The houses of parliament were built in 1057   + The houses of Parliament are where **rulers** made/make decisions about the laws of our country   + I can recognise the houses of parliament in a photograph |
| Beliefs and Conflicts | * Why did the conspirators want to blow up the houses of parliament?   + Catholics were being **persecuted**   + James I was the **monarch** and was a **protestant**   + Catholics had different **rights** to protestants |
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| **Proof of Progress Questions** | * I can explain why the plotters used the Houses of Parliament as the venue for the plot |
| **This unit links forward to:** |  |

### Year One