

Pheasey Park Farm School and Early Years Centre
Policy for Geography & Eco Schools

Mission Statement

We have the motto "Believe and Achieve" to remind everyone in the school community, pupils, parents, staff and governors that we should always have high expectations of ourselves and each other. If we believe we can do it then we can do it.

Aims

At Pheasey Park Farm School and Early Years Centre, everyone aims to work together to strive for excellence in learning and behaviour. Every child has the right to achieve their potential in a positive, orderly and stimulating environment. We aim to bring learning alive and encourage confident learners who enjoy thinking, active enquiry and participation.

We aim to value children as individuals and support them to achieve success. The curriculum is responsive to changes in society and in education and promotes responsibility to prepare children to become responsible citizens. The school aims to provide the essential building blocks for future learning as well as fostering at each stage vital social, emotional, intellectual and spiritual developments, as well as British Values and cultural capital.

Curriculum Drivers

Our Curriculum Drivers are:

Possibilities - for pupils to be aware of all opportunities available to them and to have high aspirations for the future

Resilience - for pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life

Diversity - for pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences

Curriculum Intent

At Pheasey Park Farm, pupils develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children should know about diverse places, people, resources and natural and human environments, and gain an understanding of the Earth's key physical and human processes. It is important to us that children develop geographical skills including, collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want our children to develop a love for geography as a result of their learning experiences and through engaging in fieldwork within the school grounds and local area.

The national curriculum for *Geography* aims to ensure that all pupils:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- 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 and aerial photographs.
 - Communicate geographical information in a variety of ways, including through maps and writing at length.

Pheasey Park Farm School and Early Years Centre is committed to educating pupils about caring for and respecting the environment, as well as developing responsible citizens who are able to make valuable decisions therefore, developing pupils' cultural capital. This is achieved through our involvement in Eco Schools, which is an international award programme that guides schools on their sustainable journey and provides a framework to help embed these principles into the heart of school life.

The aims and objectives of the Eco Schools Programme at Pheasey Park Farm Primary School are:

- To develop a more sustainable school environment.
- To develop a whole school approach in promoting environmental awareness, including: pupils, all staff, governors, parents and members of the local community.
- To develop pupils awareness of global issues.
- To help create a shared understanding of what is needed in order to run a school in a way that respects and enhances the environment.
- To help develop pupils decision-making skills.
- To link environmental issues in with the curriculum as well as the daily running life of the school.

Curriculum Implementation

Planning

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. At Pheasey Park Farm School and Early Years Centre, *Geography* is taught as part of a termly or half termly topic, focusing on knowledge and skills stated in the EYFS Early Learning Goals for 'Understanding the World' for pupils in the Foundation Stage and in the primary National Curriculum for pupils in KS1 and KS2. Year group staff plan topic-based sequences of lessons using our curriculum coverage and progression of skills documents, which ensure full coverage of the National Curriculum objectives and a logical progression in the skills taught year upon year. Staff are

encouraged to use models of delivery which best suit the needs of the pupils, meet the requirements of the curriculum and contribute to the cross-curricular dimensions of the wider curriculum.

Early Years Foundation Stage

In the Foundation Stage (Nursery and Reception), Geography is taught through the area of learning known as 'Understanding the World', in which children are taught about 'People and communities', 'The world' and 'Technology'. This is delivered through motivating and exciting themes and is also part of the integrated curriculum.

Children in the Foundation Stage are expected, through their learning experiences, to develop geographical skills in the following areas:

People and Communities:

- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy the same things, and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

The World:

- 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.

Geography is also taught through an integrated curriculum in which children will investigate and discuss both human and physical geography through fun and exhilarating topics which will stimulate their interest for the beautiful world which surrounds them. Children will develop a concern and duty about the environmental issues we face and a sense of responsibility for the future of the human habitat hence, developing their cultural capital.

Key Stages 1 and 2

The primary National Curriculum states that 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. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study, as stated below.

Key Stage 1

In Key Stage 1, pupils' should develop knowledge about the world, the United Kingdom and their locality. They should 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 should be taught to:

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 (e.g. 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

In Key Stage 2, pupils' should 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Organisation and Planning

Geography curriculum planning is in three phases (long-term, medium-term and short-term). The long-term planning maps the Geography concepts studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. The subject leader reviews these plans, ensuring that children have complete coverage of the National Curriculum and that logical progression in knowledge and skills is made year upon year. Each class teacher creates a short term plan for each lesson. These plans list specific learning objectives and activities for each lesson. We plan the topics in Geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the unit of work, we offer them an increasing challenge as they move up the school (see appendix 1).

Teaching and Learning

The teaching and learning of Geography at Pheasey Park Farm School and Early Years Centre focuses on encouraging children to become inquisitive about the world around them in terms of both the natural and human geography. We seek to create skills and knowledge-based learning opportunities through stimulating an interest in topics taught. Staff use a variety of teaching and learning styles in geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. Staff encourage children to ask as well as answer geographical questions.

Teaching and learning at Pheasey Park Farm School and Early Years Centre aims to ensure that:

- All lessons have clear learning objectives which are shared and reviewed with the pupils effectively.
- Places and processes are researched using a range of primary and secondary resources.
- Children's skills in using maps at a range of scales are developed, including digital mapping
- Children's understanding and skills in looking at and interpreting evidence and findings are developed, and they are encouraged to draw their own conclusions about an area or process.
- Skills of research and note taking are developed in order to present findings in a variety of ways, such as in written, oral or pictorial form as well as using ICT.
- ICT is an integral part of the teaching and learning of Geography. Pupils have the opportunity to measure, record results, research and present findings using ICT equipment e.g. iPads and laptops.
- Practical fieldwork skills are taught to gather geographical information and evidence.
- The acquisition and use of language appropriate to the age range is developed.
- Children are taught to identify the main characteristics of different places, societies and cultures including links and comparisons between places studied.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. In the Foundation stage and at Key Stage 1, children are provided with opportunities to observe and record information around the school site. Pupils in Year 2 also engage in a simple study of the local area. At Key Stage 2, children are provided with opportunities to engage in more in-depth studies of the school grounds and local area, including Barr Beacon Nature Reserve. We also offer the opportunity for Year 4 and Year 6 pupils to take part in a residential visit to Whitemoor Lakes and Condoover Hall.

International and Eco Schools Awards

At Pheasey Park Farm School and Early Years Centre, we believe that it is highly important to develop pupils' as global citizens therefore, pupils' experience a range of cultures within the school environment to further develop their knowledge of the world around them. This knowledge will be further enhanced as the school makes links with other children from around the world, as we strive to achieve the British Council's International Schools Award.

Participation in this award will provide Pheasey Park Farm School and Early Years Centre with an internationally recognised accreditation for our international work and enables us to:

- Set up and maintain a link with a school in a different country.
- Support teaching about other countries and cultures.
- Enhance teaching standards through sharing best practice from other countries.

Staff and pupils at Pheasey Park Farm School and Early Years Centre also participate in the Eco Schools Programme, which further supports the development of pupils as global citizens through teaching and learning of sustainability and environmental issues at a local, national and international level.

Eco-Schools provides great ways of introducing environmental topics into the National Curriculum. Participation in the Eco Schools Programme helps staff at Pheasey Park Farm School and Early Years Centre to deal with real in-school issues and deliver cross-curricular themes. The programme ties into several topics taught through the International Primary Curriculum across the school, encouraging everything from scientific review through to cultural understandings and data analysis. Eco-Schools provides a framework of learning for pupils, helping them to understand how different issues are linked together, i.e. the connections between transport and pollution and climate change or management of the school grounds and increased biodiversity.

At Pheasey Park Farm School and Early Years Centre, staff and pupils participate in national campaigns and initiatives throughout the year that help to develop understanding of various Eco Schools topics, such as the teaching and learning of the importance of saving energy during 'Switch Off Week' in November and the impact of buying Fairtrade products during 'Fairtrade Week' in January.

Eco Schools Structure

The structure of the Eco Schools process is made up of seven elements and this forms the basis of the programme. The seven elements include:

- The Eco Committee
- The Environmental Review
- The Action Plan
- Curriculum
- Monitoring and Evaluation
- Involving and Informing the Wider Community
- Eco Code

The scheme covers the following topics: Energy, Water, Biodiversity, School Grounds, Healthy living, Transport, Litter, Waste, Global Citizenship and Marine.

Pupils are the driving force behind Eco Schools; they form and lead an Eco-Committee and help to carry out an audit to assess the environmental performance of the school. In conjunction with the rest of the school and the wider community, the Eco Committee make important decisions about how environmental issues will be addressed.

The Eco Schools programme has three levels of awards: Bronze, Silver and the Green Flag award. There is a criteria set for each of the awards that schools need to meet in order to

achieve the award. The Bronze and Silver awards are achieved through a self-assessment against the criteria set and the Green Flag Award is completed by an Eco Schools Assessor through visiting the school. The Eco Schools programme is a long term activity with the Green Flag Award being re-assessed and renewed every two years.

Pheasey Park Farm School and Early Years Centre has successfully achieved the prestigious Green Flag Award and will renew this award every two years, until all the Eco topics have been covered in depth.

The role of the Eco Committee

The Eco-Committee is tasked to:

- Ensure that the whole school is aware of the Eco Schools programme
- Take the lead in carrying out the Environmental Review
- Ensure that everyone in the school community is represented in the decision-making process (as far as possible)
- Provide a link between pupils, teachers, senior management team, governors and the whole school community
- Take the lead in delivering the Eco Schools Action Plan

Electing the Eco Committee

The Eco Committee consists of the Eco Co-ordinator, two pupils from year groups 1 - 6, staff members and a governor. Committee members are elected by their class peers at the end of each academic year. To stand for election, pupils prepare a speech to present to their class explaining the reasons why they should be chosen to represent their year group on the Eco Committee. All pupils in the year group then vote for the pupil they think would be best at the job.

The Running of the Eco Committee

At Pheasey Park Farm School and Early Years Centre, the Eco Committee aim to meet once every half term during lunch time. It is the responsibility of the Chairperson to chair and manage the meetings and the Vice-Chairperson's responsibility in the Chairperson's absence. It is the responsibility of the secretaries to keep minutes and records of all decisions made in the meetings. The minutes from the meetings must be displayed on the Eco-Schools notice board. It is the responsibility of the Eco Committee to ensure an environmental review is conducted at the beginning of each academic year and an action plan is produced based on the outcomes of the review. The topics from the Eco Schools Programme will be used in focusing on actions. The Eco Code will also need to be reviewed and amended if appropriate after the environmental review and action plan have been completed. It is the responsibility of the Eco Committee to report back to the whole school during termly Eco assemblies and to the wider community through termly newsletters.

Assessment

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher

assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Pupils are also encouraged to make judgements about how they can improve their own work. Assessment activities should be wide ranging and matched to the pupils' ability, such as differentiated by task or by outcome, through appropriate support and resource provision.

Special Educational Needs

The whole school policy regarding Special Educational Needs applies to the teaching and learning of Geography and topics covered as part of the Eco Schools Programme. All children are encouraged and supported to develop their full potential in Geography and to develop their knowledge and understanding of sustainability through participation in the Eco Schools Programme. Some children may require extra support in the classroom and opportunities for consolidation and reinforcement. Activities are differentiated to meet the needs of all pupils.

Academically More Able

To challenge academically more able children, they will be given open-ended questions and tasks and encouraged to follow lines of thought independently.

Cross-Curricular Links

Geography is a subject that touches on many other areas taught at Pheasey Park Farm School and Early Years Centre, such as Mathematics, Art, Science and DT. When it comes to teaching, the obvious areas where these topics can be taught together are known as cross-curricular links. For example, teaching the skill of reading co-ordinates in Mathematics. At Pheasey Park Farm School and Early Years Centre, we believe that cross-curricular links are important because:

- They help the curriculum to become a 'whole learning experience' with continuity rather than a series of separated lessons on different subjects.
- They can improve teaching by getting both teachers and pupils to work together for common goals.
- They add fun and novelty to lessons, encouraging wider thinking, participation and enthusiasm.
- They promote subjects with 'reality', setting topics into a relevant context for pupils and remove the isolated learning so often associated with single subject teaching.

Incorporating Eco Schools in to the curriculum helps the whole school to get involved in the programme, raising everybody's knowledge and understanding of sustainability. Pheasey Park Farm School and Early Years Centre aims to link Eco School activities into different areas of the curriculum in order to embrace a cross curricular approach.

Roles and Responsibilities

There is a named subject leader responsible for co-ordinating the teaching of Geography throughout the school. Their role is to:

- Provide support, advice and resources to members of staff.

- Monitor the teaching of *Geography* and outcomes for all children, revising policies and supporting staff with planning of *Geography* where necessary.
- Monitor the teaching of *Geography* across the school, highlighting the continuity and progression of the areas taught across the school.
- Attend relevant training and support staff through relevant INSET sessions.
- Monitor the use and need of resources throughout the school.

There is a named co-ordinator responsible for the implementation of the Eco Schools Programme throughout the school. Their role is to:

- Support pupils in the running of the Eco Committee.
- Organise the schools participation in national campaigns.
- Provide support, advice and resources to members of staff.
- Attend relevant training and support staff through relevant INSET sessions.
- Monitor the use and need of resources throughout the school.

Inclusion

Effective inclusion involves teaching a lively, interesting, relevant and stimulating *Geography* curriculum that:

- Builds on and is enriched by the differing experiences pupils bring to *Geography*.
- Meets all pupils learning needs, including those with learning difficulties or who are academically more able, boys and girls, pupils for who English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in *Geography*, some pupils may require:

- Support to access text.
- Help to communicate their ideas other than by writing.
- A non-visual way of accessing sources of information.

All pupils, regardless of academic ability, race, gender, culture or disability shall have the opportunities to develop their knowledge and understanding of caring for their environment and developing a caring attitude hence, developing their cultural capital.

Equal Opportunities

At Pheasey Park Farm School and Early Years Centre, we recognise that in each class there are children of different abilities and we seek to ensure that every child is able to access the curriculum at their level. In our planning and teaching we aim to provide support and extend those children of lower or higher ability to ensure each child achieves. We look for ways to enable every child to present their work whether it is through written evidence, drawings or annotated scribing by an adult, as well as through the use of ICT to record ideas. By incorporating varied methods of recording, no child should be disadvantaged by their abilities in other areas, such as English. Visual, auditory and kinaesthetic learners are supported and planned for in accordance with their needs. Great importance is placed upon the use of visual images within *Geography* as it is a major tool for the development of vocabulary for pupils whose first language is not English.

Monitoring and Review

All teaching staff are involved in the planning and teaching of Geography and Eco Schools topic work and national campaigns. Monitoring will be carried out by the head teacher, senior management team and subject leader in the following ways:

- Informal discussion with staff and pupils.
- Collection/ monitoring of geography planning and planning that incorporates links to Eco School topics
- Monitoring of work through book trawls.
- Classroom observations.

Curriculum Impact

Outcomes in topic books will evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. As children progress throughout the school, they will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Children at Pheasey Park Farm and Early Years Centre will be equipped with geographical skills and knowledge that will enable them to be ready for secondary education and for life as an adult in the wider world.

Policy for: *Geography and Eco Schools*

Completed by: *Mrs C.Fereday*

Date: *January 2020*

Appendix 1: *Geography Progression of Skills* document

Appendix 1: Geography Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom - name, locate and identify the seas surrounding the United Kingdom - name and locate the UK and a non-European country (India) on a map of the world 	<ul style="list-style-type: none"> - name and locate the world's seven continents on a map of the world - name and locate the world's five oceans on a map of the world 	<ul style="list-style-type: none"> - locate the countries in Europe on a map of Europe - name and locate cities of the United Kingdom - name and locate home countries of pupils on a map of the world 	<ul style="list-style-type: none"> -name and locate counties in the United Kingdom - demonstrate knowledge of features about places around him/her (the counties) and beyond the UK - know how the locality is set within a wider geographical context - locate countries in North and South America on blank maps. - recognise that people have differing qualities of life living in different locations and environments - understand how the human and physical characteristics and land use patterns of the local area have changed over time 	<ul style="list-style-type: none"> - locate and describe several physical environments in the UK and know how they change over time - know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and their cities - identify the physical and human characteristics, key topographical features and land use patterns in a UK city - identify the physical and human characteristics and key topographical features of a region in Europe and South America 	<ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom - identify key topographical features and land use patterns in the four UK countries - know the human/physical characteristics of the Shropshire county, key topographical features and land use patterns (linked to the location of Condover Hall where the Residential Visit takes place) - locate countries and cities in North and South America on blank maps - describe the key physical and human characteristics and environmental region where the Mayan empire was located (North America) and consider the challenges that people might have faced when settling/living in such areas - understand how the human and physical characteristics and land use patterns of the wider local area have changed over time (Perry Barr – Athletes Village)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	<ul style="list-style-type: none"> - compare the similarities and differences between human features of a small area in the UK (Scotland) and a small area in a non-European country (India) - compare the similarities and differences between physical features of a small area in the UK (Scotland) and a small area in a non-European country (India) 	<ul style="list-style-type: none"> - observe and identify the human/physical geography of the local area - identify the human/physical geography of a small area in a non-European country (South Africa) - compare the similarities and differences between the human and physical geography of the local area and of a small area in a non-European country (South Africa) 	<ul style="list-style-type: none"> - understand why there are similarities and differences between places - know the difference between countries and continents - develop an awareness of how places relate to each other - label the equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a world map 	<ul style="list-style-type: none"> - understand why there are similarities and differences between places - identify the position and significance of the Northern and Southern Hemispheres - name and locate countries in the Northern and Southern Hemispheres - understand the differences between the Northern and Southern Hemispheres 	<ul style="list-style-type: none"> - understand the position and significance of longitude and latitude - identify the longitude and latitude of different countries - begin to understand about the Prime/Greenwich Meridian and time zones (including day and night) - know the time zones of different countries 	<ul style="list-style-type: none"> - 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) in relation to the location of the Mayan Civilisation and the Galapagos Islands
Human and Physical Geography	<ul style="list-style-type: none"> - identify daily and seasonal weather charts for the UK - identify seasonal weather patterns in the UK - identify the location of some hot and cold areas in 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, forest, hill, mountain, sea, river, season and weather - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> - identify the location of a wider range of hot and cold areas in 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 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> - identify the human and physical geography of a region in the United Kingdom - identify the human and physical geography of a region in a European country - identify the human and physical geography of a region within South America - compare similarities and differences between the human and physical geography of a region in the UK, Europe and South America - understand the geographical differences between a region in the UK, European country and South America - understand and describe the formation volcanoes - understand and explain the cause of volcanoes and earthquakes - understand the effects of volcanoes and earthquakes on physical and human geography of the areas studied 	<ul style="list-style-type: none"> - identify and describe the human and physical features of a region in the UK (Wales) - identify and describe the human and physical features of a region in Egypt - identify the similarities and differences between two biomes - understand the importance of the River Nile to the Egyptian community - understand the effects of climate change on coral reefs - identify changes in land use in the local area - understand the differences in plant/animal life in different habitats 	<ul style="list-style-type: none"> - name and identify landmarks in European countries and countries in South America - identify and describe the human and physical features of a region in a European country and a region within South America - understand the geographical similarities and differences between a region in a European country and a region within South America - understand how tourism can impact a local community - understand the effects that tourism can have on an environment with several natural features and habitats 	<ul style="list-style-type: none"> - identify and describe the human and physical geography of a region in the UK (Shropshire to link with residential visit) - identify and describe the human and physical geography of a region in North America - understand the geographical similarities and differences between a region in the UK and a region in North America - understand how climate and vegetation are connected in biomes - explain ways the tropical rainforest biome is valuable - explain why the tropical rainforest is under threat and how it can be protected - understand how the local region is changing and how it is different from another region in the UK

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography Skills and Fieldwork		<ul style="list-style-type: none"> - Carry out a small survey of the school and its grounds. - Use simple observational skills to study the geography of the school and its grounds. - Recognise a photo as a record of what has been seen. - Use iPads to take photographs. - Ask a familiar person prepared questions about the school and its grounds. - Measure using simple words and frequency recording. - Reach a simple answer to the research question. 	<ul style="list-style-type: none"> - Carry out a small survey of the local area. - Use observational skills to study the key human and physical features of the local area. - Use aerial photographs and plan perspectives to recognise human and physical features of the local area. - Use iPads to take photographs as records of evidence. - Ask a familiar person prepared questions about the local area. - Measure using a guided tally. - Reach a simply described conclusion to the fieldwork question. 	<ul style="list-style-type: none"> - Make links to different observations in the school and its grounds (compared to year 1 fieldwork). - Use iPads to take photographs and a video to gather appropriate data. - Confidently ask questions to a range of people. - Measure accurately using a tally and standard units. - Present data simply using maps, graphs and digital technologies. - Reach a thoroughly described conclusion to the fieldwork question. 	<ul style="list-style-type: none"> - Make clear links between different observations in the local area (compared to year 2 fieldwork). - Use an iPad to take photographs/videos. - Devise and ask questions using geographical vocabulary. - Use a database to present findings. - Present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion. - Reach a thoroughly described and simply explained conclusion to the fieldwork question. 	<ul style="list-style-type: none"> - Make clearly explained links between observations in the local area. - Accurately measure human and physical features using appropriate methods. - Use photographic evidence in their investigations. - Collect and record data using data handling software to produce graphs and charts of results. - Simply justify data collection methods. - Evaluate the quality of evidence collected and suggest improvements. - Data and findings presented will show a clear enquiry route from a child led question to a child led conclusion. - Reach a thoroughly described and explained conclusion to the fieldwork question that is supported by evidence. 	<ul style="list-style-type: none"> - Make clearly explained links between observations in the local area to identify patterns. - Evaluate the usefulness of images taken for evidence. - Collect and record data using data handling software to produce graphs and charts of results. - Justify data collection methods. - Evaluate the quality of evidence collected and suggest improvements. - Data and findings presented will show a clear enquiry route from a child led question to a child led conclusion. - Reach a thoroughly described and explained conclusion to the fieldwork question that is supported by evidence.
	Fieldwork						

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography Skills and Fieldwork	Map work	<p><u>Using and Interpreting Maps</u></p> <ul style="list-style-type: none"> - Follow a route on a prepared map (around school). - Use maps to talk about everyday life (in school). - Recognise simple features on maps. <p><u>Position and Orientation</u></p> <ul style="list-style-type: none"> - Begin to use directional vocabulary. <p><u>Drawing and Symbols</u></p> <ul style="list-style-type: none"> - Draw a simple map (real or imaginary place). - Use symbols on a map (class agreed symbols). - Begin to understand symbols mean something on a map. <p><u>Perspective and Scale</u></p> <ul style="list-style-type: none"> - Draw objects to scale (squared paper 1:1). - Use aerial photographs. 	<p><u>Using and Interpreting Maps</u></p> <ul style="list-style-type: none"> - Follow a route on a prepared map (around the local area). - Use maps to talk about everyday life (journey to school; locality). - Recognise simple features on maps. - Find information on aerial photographs. <p><u>Position and Orientation</u></p> <ul style="list-style-type: none"> - Use directional vocabulary. - Say which direction N, E, S, W is. - Know which direction N is on an OS map. <p><u>Drawing and Symbols</u></p> <ul style="list-style-type: none"> - Draw a simple map (real or imaginary place). - Use symbols on a map (own symbols). - Understand symbols mean something on a map. - Begin to realise why maps need a key. <p><u>Perspective and Scale</u></p> <ul style="list-style-type: none"> - Draw objects to scale (squared paper 1:2). - Use aerial photographs. - Look down on objects and make a plan, for example, 	<p><u>Using and Interpreting Maps</u></p> <ul style="list-style-type: none"> - Make and use a simple route map of school. - Give a map a title to show purpose. - Use atlases, maps and globes. - Use maps at more than 1 scale. <p><u>Position and Orientation</u></p> <ul style="list-style-type: none"> - Give direction instructions up to 8 cardinal points. - Use 4-figure co-ordinates to locate features. <p><u>Drawing and Symbols</u></p> <ul style="list-style-type: none"> - Make a map of a short route with features in the correct order (around school). - Make a map of a small area (school) with features in correct places. - Begin to use some OS style symbols. <p><u>Perspective and Scale</u></p> <ul style="list-style-type: none"> - Use maps and aerial views to talk about, for example, views from high places. - Use scale bar to calculate some distances. 	<p><u>Using and Interpreting Maps</u></p> <ul style="list-style-type: none"> - Make and use a simple route map (in the local area). - Give a map a title to show purpose. - Use atlases, maps and globes. - Explain what places are like using maps at local scale. - Locate photos of features on maps. - Recognise that contours show height and slope. <p><u>Position and Orientation</u></p> <ul style="list-style-type: none"> - Give directional instructions up to 8 cardinal points. - Use 4-figure co-ordinates to locate features. - Know that 6-figure grid references can help you find a place more accurately than 4-figure co-ordinates. <p><u>Drawing and Symbols</u></p> <ul style="list-style-type: none"> - Make a map of a short route with features in the correct order (in the local area). - Make a map of a small area (local area) with features in correct places. - Use some OS style symbols. <p><u>Perspective and Scale</u></p> <ul style="list-style-type: none"> - Use maps and aerial views to talk about, for example, views from high places. 	<p><u>Using and Interpreting Maps</u></p> <ul style="list-style-type: none"> - Relate maps to each other and to aerial photographs. - Follow routes on a map, saying what is seen. - Use index and contents page of an atlas. - Use atlases, maps and globes. <p><u>Position and Orientation</u></p> <ul style="list-style-type: none"> - Give directional instructions up to 8 cardinal points. - Use 4-figure and 6-figure co-ordinates to locate features. - Begin to use latitude and longitude in an atlas. <p><u>Drawing and Symbols</u></p> <ul style="list-style-type: none"> - Make a sketch map of an area using symbols and a key. - Use OS style symbols. - Draw a plan with scale. <p><u>Perspective and Scale</u></p> <ul style="list-style-type: none"> - Use maps to talk about contours and slopes. - Use a scale bar on all maps. - Describe height and slope using maps and photographs. - Draw measured plans. 	<p><u>Using and Interpreting Maps</u></p> <ul style="list-style-type: none"> - Follow routes on a map, saying what is seen. - Use thematic maps for specific purposes and information. - Follow a route on a 1: 50, 000 OS map. <p><u>Position and Orientation</u></p> <ul style="list-style-type: none"> - Give directional instructions up to 8 cardinal points. - Use 6-figure co-ordinates to locate features. - Begin to use latitude and longitude in an atlas and on a globe. <p><u>Drawing and Symbols</u></p> <ul style="list-style-type: none"> - Make a sketch map of an area using symbols and a key. - Use OS style symbols. - Draw a plan with scale. - Design maps from descriptions. <p><u>Perspective and Scale</u></p> <ul style="list-style-type: none"> - Use maps to talk about contours and slopes. - Use a scale bar on all maps. - Describe height and slope using maps and photographs.

			<p>high window down to the Nature Area.</p> <p>- Know that when you 'zoom in' you see a smaller area in more detail.</p>	<p><u>Digital Map Making</u></p> <p>- Use the zoom function to locate places.</p> <p>- Highlight an area on a map and measure it using the Area Measurement Tool.</p> <p>- Use grid references in the search function.</p> <p>- Use grid references to record location.</p>	<p>- Use scale bar to estimate and calculate distance.</p> <p><u>Digital Map Making</u></p> <p>- Use the zoom function to locate places.</p> <p>- Highlight an area on a map and measure it using the Area Measurement Tool.</p> <p>- Use grid references in the search function.</p> <p>- Use grid references to record a location.</p> <p>- Use zoom function to explore places at different scales.</p> <p>- Add a range of annotation labels and text to help me explain features.</p> <p>- Add photographs to specific locations.</p>	<p><u>Digital Map Making</u></p> <p>- Find 4 and 6-figure grid references and check using the grid Reference Tool.</p> <p>- Use maps to research factual information about locations and features.</p> <p>- Use linear and area measuring tools accurately.</p>	<p>- Draw measured plans.</p> <p><u>Digital Map Making</u></p> <p>- Find 6-figure grid references and check using the grid Reference Tool.</p> <p>- Use maps to research factual information about locations and features.</p> <p>- Use linear and area measuring tools accurately.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<ul style="list-style-type: none"> - Teacher led enquiries, to ask and respond to simple closed questions. - Ask/answer geographical questions, e.g. What is this place like? What human/physical features are in this place? - Use information books/pictures as sources of information. - Investigate their surroundings - Make observations about where things are within and around the school. 	<ul style="list-style-type: none"> - Children encouraged to ask simple geographical questions, e.g. What is this place like? What is it like to live in this place? What human/physical features are in this place? - Use non-fiction books, maps, pictures/photos and internet as sources of information. - Investigate their surroundings. - Make appropriate observations about why things are as they are. - Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> - Begin to ask/initiate geographical questions. - Ask geographical questions, e.g. How is land used in the school building and its grounds? How has the land use changed? - Use non-fiction books, atlases, pictures/photos, interviews with relevant staff and internet as sources of information. - Begin to collect and record evidence. - Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> - Ask and respond to questions and offer their own ideas. - Ask questions, e.g. What is this place like? How is it different to how it was in the past? What will it be like in the future? - Extend to satellite images, aerial photographs. - Investigate places and themes at more than one scale. - Collect and record evidence with some aid. - Analyse evidence and draw conclusions e.g. make comparisons between past and present photos/pictures/ maps. 	<ul style="list-style-type: none"> - Begin to suggest questions for investigating. - Ask questions, e.g. What is this landscape like? What landmarks further afield can we identify from this location? What are the physical and human features of this place? What's the necessity of the human/physical features of this place? - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale. - Begin to collect and record evidence unaided. - Analyse evidence and draw conclusions e.g. make comparisons between the physical/human features of the local area and to those in a local open space. 	<ul style="list-style-type: none"> - Suggest questions for investigating. - Ask questions, e.g. What is traffic flow like on a main road in the local area? What patterns do you observe? How does the pattern change at various times in the day? How does the traffic flow compare to that in the wider local area? - Use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale. - Collect and record evidence unaided. - Analyse evidence and draw conclusions, e.g. from field work data on traffic, look at patterns and explain reasons behind it.