



## Geography throughout St. Thomas' C of E Academy.

### Early Years Foundation Stage (EYFS)

The early learning goals at EYFS aim to guide children onto make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment. Children will be introduced to the surroundings within and outside the scenery of their school and home settings. They will use technology and imagery to explore areas such as a local town and the seaside.

### Key Stage 1

In Years 1 and 2, children will be asked to begin to develop a geographical vocabulary by learning about where they live, as well as one other small area of the United Kingdom and a small area in a contrasting non-European country. They will learn about weather patterns in the United Kingdom and hot and cold areas of the world. They will use ICT, world maps, atlases and globes, simple compass directions, aerial photographs and plans, as well as simple fieldwork and observational skills. Schools have flexibility to choose the areas they teach and there is considerable variation between schools in their approaches.

### Key Stage 2

In Years 3 to 6, the geography curriculum retains some flexibility, and builds and expands on previous knowledge. There are three focus areas:

- Locational knowledge
- Place knowledge
- Human and physical geography

**Locational knowledge** examines latitude, longitude and time zones. Your child will use maps to focus on Europe, North and South America, concentrating on regions, key physical / human characteristics, countries, and major cities. They will also work on locating the counties and cities of the United Kingdom, and start to explore their human and physical characteristics.

Children also examine geographical similarities and differences by comparing the geography of a region of the United Kingdom with a region in a European country, and with a region in either North or South America. This is part of the **place knowledge** aspect of the curriculum.

For **human and physical geography**, your child will be taught to describe and understand key aspects of geography, for example: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, and types of settlement, economic activity and the distribution of natural resources.

### Aims and objectives

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country; embedding fundamental British values



- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

## Links to other subjects

### English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the English hour are geographical in nature. Within Key Stage 2 we discuss environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports, letters and present news broadcasts.

### Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data and there are opportunities in UKS2 to investigate time zones and scales using degrees of longitude and latitude.



Core Aims of each year group

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- Use simple geographical vocabulary to describe features and locations</li> <li>- Ask and answer simple geographical questions about features and locations I have learnt about</li> <li>- Use first hand observations, photographs and simple maps and plans to find out about my school and local area</li> <li>- Express my own views about</li> </ul>	<ul style="list-style-type: none"> <li>- Use geographical language to describe features and locations I have learnt about</li> <li>- Ask and answer geographical questions about features, locations and places on a widening scale</li> <li>- Use first hand observations, photographs, including aerial photographs, simple maps and plans to find out about places on a widening scale across the UK, Europe and the World</li> <li>- Express my own views about places, people, environments</li> </ul>	<ul style="list-style-type: none"> <li>- Use specific geographical language to describe physical and human features of places I have studied</li> <li>- Ask and answer geographical questions to develop my knowledge and understanding about features, locations and places across the world I have studied</li> <li>- Beginning to analyse evidence from different sources and draw conclusions about places on a widening scale across the UK, Europe and the World</li> <li>- Identify and explain different views of people about places, environments and</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use appropriate geographical vocabulary to share my learning in about people, places, physical and human features in Geography</li> <li>- Suggest questions to ask as part of a geographical investigation about features, locations and countries across the world</li> <li>- Analyse evidence and draw conclusions about people, places and themes</li> <li>- Use globes, large scale maps atlases and digital mapping to locate countries and describe their distinctive physical and human features</li> <li>- Confidently use the eight points of a compass and directional language to find and describe the location of places</li> <li>- Give the position of landmarks, physical and human features using 4-figure grid references and key on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer a range of geographical questions to deepen my knowledge and understanding of a range of geographical themes</li> <li>- Beginning to use a range of primary and secondary sources of evidence to carryout geographical investigations</li> <li>- Communicate the finding of my investigations using appropriate geographical vocabulary</li> <li>- Design and use questionnaire to obtain the viewpoint of the community when carrying out geographical investigations</li> <li>- Collect and record evidence in different ways that are appropriate to the</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest geographical questions for investigation</li> <li>- Carry out investigations with more emphasis on the larger scale: contrasting and distant places</li> <li>- Use a range of primary and secondary sources of evidence to carryout geographical investigations</li> <li>- Communicate the finding of my investigations using appropriate geographical vocabulary</li> <li>- analyse evidence and</li> </ul>



<p>geographical features and locations</p> <ul style="list-style-type: none"><li>- Recognise how places have become the way they are</li></ul>	<p>and locations, giving detailed reasons to support likes, dislike and preferences</p> <ul style="list-style-type: none"><li>- Make appropriate observations about why and how places become the way they are</li><li>- Make simple comparisons between features of different places</li></ul>	<p>locations across the world</p> <ul style="list-style-type: none"><li>- Collect and record evidence in a variety of simple ways to demonstrate my understanding when carrying out geographical investigations</li><li>- Offer reasons for some of my observations and opinions about places and environments that I have learnt about</li></ul>	<p>(including Ordnance Survey maps)</p> <ul style="list-style-type: none"><li>- Follow a route on a large scale map</li><li>- Draw a sketch map from a high view point</li><li>- Draw plans and maps to scale to show the human and physical features of places in the UK and locations across the world</li><li>- Use easy to read instruments e.g. a rain gauge to gather information to carry out geographical investigations</li></ul>	<p>geographical investigation</p>	<p>draw conclusions about geographical questions I have suggested for investigation</p>
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## Leadership –

### Monitoring

What did my monitoring tell me about key outcomes for students?

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### Diagnosis

Which areas of provision were strong and which required some improvement?

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### Action

Which action(s) did I take to improve outcomes?

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### Impact

What was the impact of those actions on outcomes?

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