

Geography Curriculum Intentions



End of Year Curriculum Intent Statement

Year Group	End Point for Year Group
A Geographer in Ladybugs will...	<p>...experience: different places within school, inside and outside, including sights and smells. Observing closely what animals vehicles and people do. Experience visiting places beyond the school grounds.</p> <p>...be able to: talk about places, have a favourite place. Use single words to communicate place. E.g. shop, park, forest Explore puddles, trees and surfaces such as grass.</p>
A Geographer in Mighty Oaks will...	<p>.....experience: to share stories and information from different sources about real places. Different weather and season. Experience different environments eg forest or feeding ducks at the pond.</p> <p>.....be able to: investigate the natural world e.g. streamers and bubbles to explore the effects of wind. Enjoys playing with small world models. Notice detailed features of objects in their environment. Know that they need different clothes for different weather. Comments and asks questions about the natural world and where they live.</p>
Key Vocabulary	Key assessment of learning questions
Weather, investigate tree, forest, mud, water, houses, shops, park, road, school, puddles, grass, snow, cloud, rain, sun, frost, wind, leaf	Talk about the daily weather. Record children's observations and interactions in the natural and manmade environment eg forest and base camp



Geography Curriculum Intentions

Logical Progression Links to Enhance Long Term Memory (learning)		Outdoor areas, Forest School, Base camp, local area.
A Geographer in Reception will...		<p>...experience: use the local area for exploring both the built and natural environment. Listen to stories that help them to make sense of different environments. To name places in and around school and people who work at school</p> <p>...be able to: create their own environment using play maps and small world. Create simple maps and plans of known and imaginary landscapes. To discuss likes and dislikes about their environment. To use appropriate vocabulary to describe their environment eg town, path, house, flat, temple, road, countryside. Use words to express opinions such as busy, quiet, pollution</p>
Key Vocabulary		Key assessment of learning questions
leaf, conker, acorn, leaf, town, countryside, map, path, roads, busy, quiet pavements, hill,	Model and extend language.. compare, pollution,	Observations, Evidence me- record what the children say during activities, Forest School sessions, local walks, school environment walks.
Logical Progression Links to Enhance Long Term Memory (learning)		Outdoor areas, Forest School, Base camp, local area. Attingham park. Town park (wonderland). Attingham home farm.
A Geographer in Year 1 will...		<p>...know:</p> <ul style="list-style-type: none"> • UK countries & capitals • Physical and human characteristics of a beach, e.g beach, cliff, coast, forest, sea, mountain, ocean, river, etc. • Key human features including, city, town, village, farm, house, shop etc. Seasonal and daily weather patterns for the UK.



Geography Curriculum Intentions

	<p>...be able to:</p> <ul style="list-style-type: none"> • Identify the countries that make up the U.K and their capital city. Locate them on a map. • Identify similarities and differences between Telford to a seaside town. • Understand what makes up their local area (using maps and going on local walks) and understand weather patterns in the UK.
<p>Key Vocabulary</p>	<p>Key assessment of learning questions</p>
<p>Country Capital city Physical Human beach, cliff, coast, forest, sea, mountain, ocean, river city, town, village, farm, house, shop Local area Seasons Weather Map</p>	<p>Can you show me _____? (countries and capital cities of the UK). In what season would it be most likely to snow?</p> <p>Can you tell me what is the same between Telford and _____(seaside town visited on trip)? Can you tell me what is different between Telford and _____(seaside town visited on trip)? What makes Telford great?</p>
<p>Logical Progression Links to Enhance Long Term Memory (learning)</p>	<p>Attingham Park visit Nature walks in the local area Snowdome visit/colder climate Forest School/Basecamp Trip to the seaside</p>
<p>A Geographer in Year 2 will...</p>	<p>...know:</p> <ul style="list-style-type: none"> • Be able to locate and name the 7 continents of the World and the 5 oceans • To be able to name, locate and identify characteristics of the 4 countries that make up the UK. • To be able to identify countries in Europe that surround Britain.



Geography Curriculum Intentions

			<ul style="list-style-type: none"> Similarities and difference between the Australian outback and Telford. To know the location of the equator, North and South Poles. To know the four points of a compass and key map symbols. <p>...be able to:</p> <ul style="list-style-type: none"> Compare geographical similarities and differences between the Australian outback and their local area. Use the 4 points on a compass to give directions. Use and compare different kinds of maps including ordnance survey, road and aerial. Use fieldwork to observe, measure and record data in their local area.
Key Vocabulary			Key assessment of learning questions
Asia Africa North America South America Europe Australia Oceania Antarctica Pacific Atlantic Indian Southern Arctic	ocean continent country England Scotland Wales Northern Ireland Great Britain Equator North Pole South Pole map compass	North South West East similar different Australian outback Sydney territories aerial	Which continent would a polar bear live in and why? Which is the warmest ocean and why? How is the Australian outback different from where you live?



Geography Curriculum Intentions

Logical Progression Links to Enhance Long Term Memory (learning)			Attingham Park Trip to look at contrasting area. (Rural and Urban) Local area visit (Urban) 4 points on a compass- Nature Walks Residential trip to Ironbridge- map reading
A Geographer in Year 3 will...			<p>...know: The names and locations of countries in Europe.</p> <ul style="list-style-type: none"> • Where the equator is and what it is. • That there are similarities and differences between children's lives in Africa and in the UK. • That some children in Africa go to work instead of school. • The locations and names of major mountain ranges (including volcanoes). • How mountains and volcanoes are formed. • What a tectonic plate is <p>...be able to:</p> <ul style="list-style-type: none"> • Plot European countries and the equator on a map. • To compare and contrast children's lifestyles in Africa compared to the UK. • Draw and label diagrams, which show how mountains and volcanoes are formed. • Plot hazardous areas e.g. The Ring of Fire on a map. • Plot the main tectonic plates on a map of the world
Key Vocabulary			Key assessment of learning questions
volcanoes Mountains Formation Location	Europe European Countries Equator Tectonic plate	Africa Similarities Differences Work Crust, mantle, core	Describe the formation of a volcano. Name the different mountain types. Use an atlas to find and name one country which is close to the equator. How is your life different/same to a child in Africa?



Geography Curriculum Intentions

Logical Progression Links to Enhance Long Term Memory (learning)			Link to nature walk Local area trip to compare Literacy links -new texts will need researching Volcanoes linked to Pompeii in History and Literacy book Plasticine models for layers of earth Ring of Fire song
A Geographer in Year 4 will...			...know: <ul style="list-style-type: none"> • The defining human and physical characteristics of the Arctic and Antarctic Circle and understand the processes that lead to these characteristics. • Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. • To know the geographical similarities and differences between France and Telford. • To know where food comes from and how natural resources are distributed, including energy, minerals and water. ...be able to: <ul style="list-style-type: none"> • Locate the UK, France, Arctic and Antarctic using maps. • Make comparisons between contrasting locations. • 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.
Key Vocabulary			Key assessment of learning questions
<u>Polar Regions</u> Artic Antarctic Polar Environment	<u>France comparison to Telford</u> France	<u>Where our food comes from.</u> Source Resource	<u>Polar regions</u> What is the impact of climate change on the polar regions? <u>France comparison to Telford</u> Compare similarities and difference between Telford and (Region of France)



Geography Curriculum Intentions

Freezing Circle North pole South pole Climate Habitat Climate change	French Europe Continent Region Local Area Compare Similar Different	Distribution Natural Energy Minerals Season Locality	<u>Where our food comes from</u> Describe the process from farm to table.
Logical Progression Links to Enhance Long Term Memory (learning)			Maths link with map reading, co-ordinates etc on Nature Walks and Cannock Chase trip. Cooking links to French food. Guided reading linked to Polar explorers. Healthy Lifestyles Week link to food production and sources.
A Geographer in Year 5 will...			...know: <ul style="list-style-type: none"> • The location of the United States of America focusing on Washington DC in comparison to London (including key physical and human characteristics) • Key facts about the United Kingdom specifically looking at counties including the use of an Ordnance Survey map • The eight points of a compass • The features of a river from the source to the mouth • To know mountain ranges within the UK and further afield (comparing similarities and differences/ tourism). ...be able to: <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping • Use the eight points of a compass, four- and six-grid references, symbols and key • Sketch maps, plans and graphs, and use digital technologies. • Observe, measure, record and present the human and physical features in the local area (fieldwork).



Geography Curriculum Intentions

Key Vocabulary	Key assessment of learning questions
Physical and human characteristics Counties/boroughs/states Compass points (8 point compass) Source/meander/tributary/stream/ox-bow lakes/estuary/channel/flow/erosion Mountain range Grid reference	In which continent is the USA found? Compare similarities and differences between London and Washington DC. Which mountain ranges are found in the UK? How have humans impacted the geography of ...? How does a river change from the source to the mouth?
Logical Progression Links to Enhance Long Term Memory (learning)	London residential (parliament trip) River Severn study Carding Mill Valley Nature walks
A Geographer in Year 6 will...	know: <ul style="list-style-type: none"> • How to identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones. • Understand geographical similarities and difference between Telford and Barmouth (coastal land use/features). • Know the climate zones, biomes and vegetation belts, including rainforests (deforestation). • How to map the United Kingdom ...be able to: <ul style="list-style-type: none"> • Use 6 figure grid references, symbols and key (including the use of Ordnance Survey Maps)



Geography Curriculum Intentions

Key Vocabulary		Key assessment of learning questions
<p>Locational and place knowledge: Countries Maps Europe North / South America Environmental regions Physical / human Major cities Regions Topographical features Land use Patterns Identify Position Significance Latitude / longitude Equator Hemisphere Tropics of Cancer / Capricorn Arctic / Antarctic Prime and Greenwich meridian Time zones Similarities / differences</p>	<p>Human and physical geography: Climate zones Biomes Vegetation belts Rivers / mountains / volcanos / earthquakes Settlement and land use Economic / trade links Distribution Natural resources Energy Food / minerals / water</p> <p>Geographical skills and fieldwork: Maps / atlases / globes Digital and computer mapping Compass 4 and 6 figure grid reference Symbol / key Observe / measure / record / present Local area Methods / sketch maps / plans / graphs</p>	<p>What are the lines of latitude / longitude for? What is the difference between a country and a continent? What is the difference between a country and a country? What is the difference between a town and a city? Why do countries have different time zones?</p>



Geography Curriculum Intentions

Logical Progression Links to Enhance Long Term Memory (learning)		

End of Key Stage Curriculum Intent Statement		
Early Years	Key Stage One	Key Stage Two
<p>A Geographer by the end of Early Years will...</p> <p>...experience:</p> <ul style="list-style-type: none"> Use the local area for exploring both the built and natural environment. Listen to stories that help them to make sense of different environments. To name places in and around school and people who work at school <p>...be able to:</p> <ul style="list-style-type: none"> Create their own environment using play maps and small world. Create simple maps and plans of known and imaginary landscapes. 	<p>A Geographer by the end of Key Stage One will...</p> <p>...know:</p> <ul style="list-style-type: none"> The names and location of the world's 7 continents and 5 oceans The names, location and characteristics of the 4 countries and capital cities of the UK and its surrounding seas. Human and physical similarities and differences of Telford in comparison to the Outback (Australia). Seasonal and daily weather patterns in the UK How the Equator and the North and South Poles affect temperatures. Basic geographical vocabulary to describe physical features e.g. cliff. 	<p>A Geographer by the end of Key Stage Two will...</p> <p>...know:</p> <ul style="list-style-type: none"> The names and location of counties and cities of the UK Key topographical features including hills, mountains, coasts and rivers How land use has changed over time 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. The human and physical similarities and differences between Telford and France



Geography Curriculum Intentions

- To discuss likes and dislikes about their environment.
- To use appropriate vocabulary to describe their environment eg town, path, house, flat, temple, road, countryside.
- Use words to express opinions such as busy, quiet, pollution

- Basic human features such as cities and towns.
- ...be able to:
- Identify the countries that make up the U.K and their capital city. Locate them on a map.
 - Identify similarities and differences between Telford to a seaside town.
 - Understand what makes up their local area (using maps and going on local walks) and understand weather patterns in the UK.
 - Compare geographical similarities and differences between the Australian outback and their local area.
 - Use the 4 points on a compass to give directions.
 - Use and compare different kinds of maps including Ordnance Survey, road and aerial.
 - Use fieldwork to observe, measure and record data in their local area.

- The human and physical similarities and differences between Telford and an African country.
- The human and physical similarities and differences between London and Washington DC.
- Examples of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- The names of the 8 points of a compass,
- 4- and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

...be able to:

- Locate the world's countries, using maps to focus on Europe and North and South America
- Use maps, atlases, globes and digital/computer mapping
- Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of an Ordnance Survey map)
- Sketch maps, plans and graphs, and use digital technologies.

Geography Curriculum Intentions



		<ul style="list-style-type: none">• Observe, measure, record and present the human and physical features in the local area (fieldwork).
--	--	---

End of Primary School Curriculum Intent Statement/School Ready for Key Stage Three

A Geographer at Newdale will...

Have a secure knowledge and understanding of their local area and beyond, including the United Kingdom and Europe, Africa and North America. They will be able to identify the location and characteristics of a range of the world's most significant human and physical features. They will be able to use their geographical knowledge, understanding and skills to enhance their locational and place knowledge.

...be able to:

- Locate the world's continents, countries and bodies of water using maps.
- Use maps, atlases, globes and digital/computer mapping to identify place location and geographical features.
- Use the eight points of a compass, four- and six-grid references, symbols and keys (including the use of an Ordnance survey map)
- Sketch maps, plans and graphs, and use digital technologies.
- Observe, measure, record and present the human and physical features in the local area (fieldwork).

Geography Curriculum Intentions



--