

## Geography Intent and Overview

At Maple Tree Primary School (MTPS) our aim is to instil a love of Geography in all our children. We want the children to have a love of geographical learning, gaining knowledge and skills through high quality teaching both inside and outside the classroom. As the future generation responsible for our planet, we want our children to have a sense of respect for the world. Our geography curriculum is designed to develop pupils' curiosity and fascination about the world and its people that will remain with them throughout their lives. We will continue to work hard to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities. From Early Years Foundation Stage (EYFS) up to the end of Key Stage 2 (KS2), we will create every opportunity to link Geography to other subjects. We will also provide opportunities to investigate and enquire about our local area, this will support children to develop an understanding of who they are, their heritage and what makes our local area so unique and special. We intend to provide a foundation of knowledge and skills that will allow them to access future learning and careers in this field as well as discovering the wider world throughout their lives.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b> <b>Understanding the World ELG</b>	<b>Marvellous Me</b> Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<b>Dark Nights and Celebration Lights</b> Understand some important processes and changes in the natural world around them, including the seasons.	<b>Toys</b> Understand some important processes and changes in the natural world around them, including changing states of matter.	<b>We Can Be Heroes!</b> To identify members of the community who help us.	<b>A Bug's Life</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<b>Journeys</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
<b>Year 1</b>	<b>In The Deep Blue</b> Locational knowledge – name and label the worlds continents and oceans. Human and physical geography – key physical features – beach, cliff, coast. Skill and fieldwork – maps and atlases. Recognise simple human and physical features of aerial photographs or simple maps, showing an awareness that objects look different from above.		<b>Turrets and Tiaras</b> Human and physical geography - castle location, ports, towns, cities. Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork. Countries of the United Kingdom.		<b>Wild and Wonderful</b> Geographical skills and fieldwork – plan a garden, school etc, compass direction, maps. Human and physical features – daily weather patterns. Name, describe and group features of the home/school environment from first hand observation. Responding to simple questions.	
<b>Year 2</b>	<b>Fire! Fire!</b> London today and in the past. Google earth and map work. Name all 4 countries of the UK. Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map		<b>Artists</b> Locational knowledge – name and locate the 7 continents. Use geographical vocabulary to name features of familiar and unfamiliar places. Place knowledge – contrasting non-European country – Barbara Hepworth.		<b>Yum! Yum!</b> Geographical skills – Use maps, globes. Identify and describe geographical human physical features using an aerial photograph. Use maps, globes. Use information texts and the web to gather information about the world's human and physical geography.	
<b>Year 3</b>	<b>Stones and Bones</b>		<b>Extreme Earth</b>		<b>Ancient Egyptians</b>	

	Mountains, hills, valleys and rivers Alpine, Ice sheet and polar Biomes Mountainous climates Volcanoes and Earthquakes Basic map work.	Name and locate key geographical features, including hills, mountains, and rivers.	Rivers and vegetation Desert biome Arid climate
<b>Year 4</b>	<b>Here Come the Romans</b> Ordnance survey maps Trade routes UK Deciduous forest biome Temperate climate	<b>Riotous Rainforest</b> Use fieldwork to observe physical features in the local area (comparing woodland to rainforest) Describe physical geography, including: climate zones. Vegetation belts. Equator and tropic lines. Rainforest biome. Tropical climate	<b>Invaders and Settlers</b>  Coasts Water cycle
<b>Year 5</b>	<b>Ancient Greeks</b> Significance of latitude and longitude. Map work Trade and transport. Use of rivers and sea in trade and transportation. Chaparral and Mediterranean biome Mediterranean climate	<b>Into the Unknown</b> Time zones. Location of observatories. America and Russia locational knowledge (space race). Taiga biome	<b>Home and Away</b> Climates and biomes; Arctic and Antarctic circles; Hemispheres; Vegetation belts; Ordnance surveys; maps, atlases, globes and computer mapping to study countries. Cities locational knowledge and comparison to local (possibly MK? – new man made to Benin). Longitude and latitude map work
<b>Year 6</b>	<b>Britain at War</b> Map work of Europe.	<b>The Game of Survival</b> Biomes, climate zones and habitats (linked to animal adaptations). Natural Disasters: volcanoes and earthquakes. Arctic and Antarctic circle. Tundra biome. Polar climates. Adaptations to climates. Human Geography. Dams	<b>Dynasty</b> Oceans. Grasslands biome. Tropical climates

### Geography Implementation

At MTPS, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of geography are being taught across all year groups. Geography is mostly taught through a theme like 'Riotous Rainforest'. Depending on the theme being delivered, this may be taught in blocks or weekly standalone lessons. In EYFS, this comes through their play-led learning environment and moves to more structured learning in KS1 and above. The school plans a cycle of lessons for each subject, which carefully plans for progression and depth, concentrating on the geographical skills suited to the age group.

Teachers plan opportunities for pupils to study across concepts and deepen their conceptual understanding in aspects of particular geographical value. Pupils have the confidence and are inspired. Through our teaching, resources, visits to our local area and visiting experts, the children will learn first-hand a range of skills and knowledge to enhance their learning experience. In KS1 a geography lessons focus broadly on the wider world for example learning the continents and ocean whereas in KS2 learning is focused towards specific countries and their civilisations, exploring human and physical features. Lessons often utilise a range of resources such as maps, technology and our physical environment.

Key knowledge and vocabulary is shared through the knowledge organiser at the start of each unit, which is used to adapt and tailor future learning. We provide every child, regardless of their background, with the same opportunities to fully engage with the geography curriculum. We develop deep subject knowledge and key skills while differentiating work for all abilities.

### **Geography Impact**

We ensure that the children are receiving the best education in geography through pupil voice - discussion and feedback, children talk enthusiastically about their geography lessons and show a genuine curiosity and interest in the areas they have explored. We look for evidence in knowledge as pupils have a sound understanding of location and place and are able to compare and make links between these. They will deepen their knowledge of human and physical processes and understand how these effect environments. We measure this through learning walks, images and videos of the children's practical learning.

There will be evidence in skills as pupils will use acquired vocabulary to interpret and convey their understanding of the world. They can analyse and interpret information in order to question and reflect on the world and its inhabitants.

The progress and impact of our geography curriculum is measured in the following way:

- Assessing children's understanding of vocabulary before and after the unit is taught with a knowledge organiser.
- Reviewing images and videos of the children's practical learning.
- Discussing the learning with pupils (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books following the marking policy.
- Learning walks