

Geography Policy



Policy Document Status			
Date of Policy Creation	September 2023	Chair of Governors	Gill Stubbs
Adoption of policy by Governing Board	18 October 2023	Executive Headteacher	Denise Garner
Inception of new Policy	19 October 2023	Staff Member Responsibility	Lucy Hughes
Date of policy review	September 2025	Day Care Manager	Shelley Thursfield

The Nature of Geography

Geography inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It equips pupils with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Curriculum Intent

We believe that teaching geography gives children an understanding of their local environment, as well as the rest of the world. Through their work in geography pupils are given opportunities to compare their local environment to that of other regions in the United Kingdom and the wider world. Our aim is to ensure that we provide children with an appreciation of life in other cultures. We also wish to foster a sense of responsibility and commitment to sustainable development and becoming outstanding global citizens.

Our geography curriculum is designed to:

- stimulate children's enthusiasm, interest, and curiosity about their surroundings in their local environment, as well as the wider world.
- enable children to gain knowledge and understanding of places in the world, as well as where they are in relation to their country and the wider world.
- create in them a sense of wonder and imagination about the physical and natural world.
- inspire a sense of responsibility and care for the environment and people of the world, at all levels from local to global.
- increase their knowledge and awareness of the effects of humans on physical and natural environments.
- develop spatial skills and use of maps, atlases, globes, etc.
- develop a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.

Curriculum Implementation

- The geography curriculum is sequenced and well-structured with clear end points. Knowledge is built on overtime and learning is broken down into component parts to allow children to know and remember more.
- Pedagogical choices are designed to develop the practical, theoretical, and disciplinary knowledge intended in each lesson.

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- Classroom activities are clear about what is to be learned (the curriculum object) and enable children to practise it.
- Teaching approaches take account of children's level of expertise.
- When children learn geographical skills for the first time, teachers make sure they have enough opportunities to practise.
- As children become more proficient in areas of practical knowledge, classroom activities become increasingly varied and open ended.
- Teachers' direct children's attention to the main concepts, themes, and ideas that they are exploring.
- Subject specific vocabulary is included in curriculum planning, so children acquire a visual language. This 'language' helps children to express a huge variety of ideas.
- When on educational visits or working with geographers we ensure children have enough prior knowledge to make these experiences meaningful.
- Teachers make subject-specific adaptations to activities for children with SEND, where appropriate, instead of excessive adaptations to the curriculum or lowering expectations
- The curriculum allows time for children to develop socially, to learn how to negotiate and collaborate to bring expansive ideas to life.

Role of the Geography subject leader

The role of the subject leader is to:

- Develop good working relationships, to instil confidence by sharing expertise and knowledge and to be open to suggestions.
- Have an overview of art in the Early Years Foundation Stage and Key Stage 1 and monitor the implementation of the National Curriculum
- Lead staff professional development so they have the knowledge to teach Geography and skills to carry out geographical fieldwork.
- Attend professional development and read research articles to keep up to date with developments in teaching Geography in early years and primary.
- Review long, medium- and short-term planning to ensure it is relevant.
- Update and manage resources.
- Speak with children to measure the impact of the curriculum.
- Work with other professionals and establishments
- Devise an action plan in response to monitoring and keep a PowerPoint portfolio of how Geography is taught in school and standards.
- Keep parents and governors informed about standards in History.

The geography subject leader will keep examples of work to show progression in concepts and processes. Records in the form of photographs and samples of work are both records of practice and used as a staff resource.

Teaching and Learning

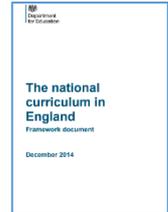
Early Years Foundation Stage

In Nursery and Reception, we teach **Understanding the World** as one of the seven areas of learning set out in the Statutory Framework for EYFS. In the EYFS children work towards the Early Learning Goal through *Understanding of the World*. This helps children understand similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. It helps develop understanding on some important processes and changes in the natural world around them, including the seasons.



We relate the geographical aspects of the children's work to the ages and stages set out in the EYFS document Development Matters.

Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul style="list-style-type: none"> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
<ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways. 	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.
<ul style="list-style-type: none"> Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.
<ul style="list-style-type: none"> Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<ul style="list-style-type: none"> Explore colour and colour-mixing. 	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups.
<ul style="list-style-type: none"> Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. 	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 	
<ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. 	<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. 	
	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. 	
		<h4>Early Learning Goals</h4> <h5>Creating with Materials</h5> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <h5>Being Imaginative and Expressive</h5> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



Key Stage 1

In Key Stage 1 we follow the National Curriculum for **Geography**

'The national curriculum provides children with an introduction to the essential knowledge that they need to be educated citizens.'

National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- 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, aerial photographs, and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject content

Key stage 1 Pupils should be taught:

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 7 continents and 5 oceans.
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

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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 [for example, 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.

Spiritual, Moral, Social, and Cultural (SMSC) development

The teaching of Geography offers opportunities to support the personal development of our children. Groupings allow children to work together and discuss their ideas and feelings about their own work and the work of others in a sensitive way. They are given opportunities to collaborate and co-operate across a range of activities and experiences. They also develop an understanding of different locations, cultures, and religions through learning about locational and place knowledge.

Teachers and other adults in school promote the following attitudes during lessons:

- co-operation with others.
- caring for materials and themselves.
- respect for other people's work and opinions.
- self-respect and confidence in their own ideas.

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- willingness to 'have a go'.
- perseverance,
- open mindedness,
- curiosity,
- critical reflection,
- awareness of re-using and recycling materials.

Environments- Each classroom has a globe, map of the United Kingdom, world map and a collection of Atlases, as well as interactive and cross curricular resources and displays.



Resources:

For children, objects provide a fascinating insight of the world and allow them to develop a deeper geographical understanding. Not only is object-based learning accessible to all children, but it also helps develop the wider skills of deduction and working collaboratively. The school has built an extensive resource to support learning (see appendix 4).

Planning

Teachers follow medium term planning which is reviewed annually by subject leaders and teachers. Lessons include time for children to:



Staff use a variety of teaching and learning styles in geography lessons relating to the topic, children's abilities, and experience.

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Our planning includes opportunities for

- children to work individually, in pairs or in larger groups.
- the study of geographical knowledge and skills in fieldwork.
- preliminary investigation through fieldwork.
- first-hand experiences.
- exploring the outdoors applying knowledge and practising geographical skills
- use of a range of resources such as compasses, maps, and aerial photographs.
- evaluation of ideas and methods.
- children to see that their work is valued, celebrated, and displayed around the school.

Displaying children's work



Building Knowledge in Early Years and Key Stage 1

Ofsted's review of history published in February 2023 suggest 4 domains of knowledge:

1. **'Substantive Knowledge'**, which is the knowledge about the past.
2. **'Core knowledge'**, which is content that, within a particular lesson or topic, curriculum designers and teachers consider most important for pupils to secure in their long-term memory.
3. **Chronological knowledge'**, which is pupils' knowledge of broader chronological frameworks, narratives, and features of historical periods.
4. **'Disciplinary knowledge'**, Disciplinary knowledge should be organised in the curriculum so that pupils learn how geographers' question and explain the

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world. Sometimes this is described as 'thinking like a geographer'. This approach adds rigour to the programme of study.

Substantive Knowledge

Substantive knowledge sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:

- locational knowledge.
- place knowledge.
- human and physical processes.
- geographical skills.

The subject leader has planned for pupils to have meaningful encounters with fieldwork and places. The subject leader has carefully identified what pupils needed to know about a particular location and place to make sense of more complex ideas and developments. For example, in the topic of the United Kingdom within KS1, the leader has identified what pupils need to know about the location, area and characteristics of different places in the UK to be able to learn about geographical changes across the world as they move through Key Stage 1.

As well as world Geography the subject leader has planned and ensured the curriculum is successful in developing topic knowledge in local geography. Teachers have successfully developed rich and connected knowledge of location and place as well as using a selection of resources when teaching pupils about the geography of their local area.

Core Knowledge

Pupils' learning within a topic is heavily supported by their knowledge of geographical context. Depending on what pupils need to learn, they may need a secure sense of the location and place they are studying, a secure knowledge of important developments, or an understanding of the human and physical features of that area. Pupils often need detailed and secure 'fingertip' knowledge about the topic they are studying. This allows them to think geographically and ask and answer questions.

Disciplinary Knowledge

This knowledge helps children to make sense of what the subject is and how it came to be. Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers. Towards the end of Key Stage 1, the leader has ensured a clear sequence of skills to ensure pupils learn about the how to be and think like a geographer.

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Disciplinary knowledge captures the idea that, through the curriculum, children learn:

- how geography is studied
- how to participate in the discourses (the production of knowledge that prescribes meanings and insights to objects and social practices) of geographers, scholars, and critics

Our curriculum content is well-selected and diverse and includes a range of cultures and backgrounds, we build children's questioning and conceptual knowledge so children can understand ideas.

Teacher's will plan to include age-appropriate disciplinary questions, such as

- What is geography?
- How is geography explained?
- What is the purpose of geography?
- How does geography affect our lives today?

Knowledge and understanding of environmental change and sustainable development.

We believe in empowering our children to drive, change and improve their environmental awareness through the eco schools accreditation <https://www.eco-schools.org.uk/>

The school follows the 7 steps which maintain our '**Green Flag**' Status

Eco Committee

Environmental Review

Action Plan

Monitoring & Evaluation

Informing & Involving

Linking to the curriculum

Eco Code

The 9 Eco School themes are:

Biodiversity

Energy

Litter

Waste

Water

Healthy Living

Transport

Global Citizenship

School Grounds

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Eco-Schools improves pupils' skills, raises environmental awareness, improves the school environment, and also creates financial savings for schools as well as a whole host of other benefits.

Assessment and recording

Teachers use the [Progression in Knowledge and Skills](#) document for geography, which sets out what each child is expected to learn and by when.

The children's work is assessed through informal judgements, made through observations during each geography lesson and compared against the success criteria. The children are presented with questions to help guide their thinking and to provide them with the opportunity to reflect upon the lesson and the knowledge they have gained from it. These questions are linked to the key concepts of geography and support teacher judgements and generate next steps for planning.

Each child has their own geography workbook to record, explore and share their learning, which they take with them to the next class. This provides a record of the child's learning and progress in geography. The workbook holds key knowledge as the children move through their learning journey but, also allows them to reflect on knowledge and skills that may be transferable to new themes.

Formal assessment

At the end of EYFS, Profile Scores are used to measure children's attainment in the *Understanding the World* strand of learning.

For assessment purposes and report writing at end of Key Stage 1, class teachers refer to the expected National Curriculum outcomes.

Cross Curricular links

Geography plays an important part across the whole range of the National Curriculum subjects. The skills that are developed can be applied across the curriculum (*see appendix 3*).

Equal Opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion, and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

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Multicultural Dimension

Cultural diversity is seen as a rich resource by the staff. They use this resource whenever possible to support geographical learning.

Computing

Computer programmes, scanners, digital cameras, printers, and websites are used to help children to create and develop and explore.

Differentiation

The teaching of geography needs to consider the varied abilities, attitudes, and individual needs of the children. Geography lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

Shared drive

Knowledge organisers and power points for many events and individuals are available for teachers to access and use to support their teaching.

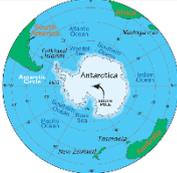
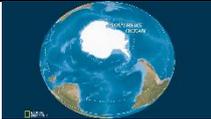
Please see appendix 5 for a Glossary of technical terms.

Appendix 1- Key locations explored.

Trench	Ironbridge	Telford	The United Kingdom	England
				
Wrockwardine Wood Infant School and Nursery	Scotland	Wales	Northern Ireland	Edinburgh
				

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Belfast	London	Cardiff	Asia	Europe
				
Australasia	North America	South America	Antarctica	Africa
				
Ecuador	Fairbourne	Atlantic ocean	Southern Ocean	Indian Ocean
				
Arctic ocean	Pacific Ocean			
				

Appendix 2 Long Term planning

Reception	1st Half term	2nd Half Term
Autumn	<p>Out and about</p> <p>The children will learn to locate different places in school, classroom, office, toilet, dinner hall, playground.</p> <p>The children will learn to locate things in the classroom e.g., drawer, peg, pencil, glue.</p> <p>The children will understand that the school is in Trench on church road. What is church road? What is outside of my school e.g. school grounds, church. What/where is in my home? What is inside my home e.g., kitchen, lounge, bedroom??</p>	<p>Explores</p> <p>The children will observe changes in weather and nature and the changes during autumn time on a walk around the school grounds.</p> <p>Map skills</p> <p>The children will draw a map of their journey to school with support of parents.</p> <p>Grid Reference</p> <p>The children will begin to use Beebots to learn directions such as forward and backwards see computing below.</p> <p>Compass directions</p> <p>Children will begin to position themselves in PE on top, behind, inside.</p>

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	<p>The children will learn to locate where Diwali is celebrated all over the world.</p> <p>The children will identify similarities and differences of the size of countries on the globe.</p>	<p>Weather Observing the weather and seasonal change</p>
<p>Spring</p>	<p>Out and about</p> <p>The children will learn about similarities and difference between places in school and talk about our own immediate environment. The children will locate the pond and wildlife area, owl session area.</p> <p>The children will learn Trench is part of Telford and Wrekin.</p> <p>The children will learn similarities and differences with regards to different animals come from the farm or in the wild.</p> <p>The children will look at similarities and difference to where different animals in the wild live e.g. polar bears and tigers. Why do polar bears have thick, white fur? Encourage words such as pollution and looking after the polar bears.</p> <p>The children will learn to locate China on a map and link with Chinese new year.</p> <p>Weather- Observing the weather and seasonal change</p>	<p>Explores</p> <p>The children will talk about changes in the environment during the Springtime. The children will look at the different trees and plants in the school ground.</p> <p>Grid Reference</p> <p>The children will draw a basic map of their route for the Bear hunt around our school grounds.</p> <p>Map skills</p> <p>The children will use simple maps and small world equipment to create own environments.</p> <p>The children will have a look at the map from Dudley zoo and see what they can identify.</p> <p>Grid Reference</p> <p>The children will begin to use computerised Beebots to learn directions such as forward and backwards see computing below.</p> <p>Compass directions</p> <p>Children will position themselves in PE on top, behind, inside, linked to the bear hunt story.</p>

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Summer	<p>Out and about</p> <p>The children will become familiar with Telford being part of England.</p> <p>The children will begin to know the countries which make up the United Kingdom and link with the Queen.</p> <p>The children will become familiar with a map of the United Kingdom.</p> <p>The children will help look after the vegetable garden and flower beds.</p> <p>Weather</p> <p>Weather patterns</p> <p>Seasonal changes- Summer</p> <p>Name the human features, sand, sea, hill, mountain, river.</p> <p>Look at where different vegetables and fruit grow e.g. bananas.</p> <p>The children will show care and concern for living things.</p> <p>The children will be encouraging to use appropriate words for the environment e.g. town, village, road, path, house, flat, shop a farm.</p>	<p>Explores</p> <p>The children can talk about the features of their own immediate environment on a summer walk around the school grounds. They can talk about how the environments changes through the season of summer.</p> <p>Map skills</p> <p>The children will draw a map of their summer walk. The children to add key pictures on their map to describe things they have seen, e.g. adventure playground, bin, trees,</p> <p>The children will draw a basic story map e.g. Jack and the beanstalk.</p> <p>Grid References</p> <p>The children will begin to use ozo bot and online sprite to learn directions such as forward and backwards see computing below.</p> <p>Compass direction</p> <p>The children will complete obstacle course.</p>
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Year 1	1 st Half term	2 nd Half Term
Autumn	<p style="text-align: center;">THE LOCAL AREA</p> <p style="text-align: center;"><i>Educational visit- Church Road</i></p> <p>Investigate Places</p> <ul style="list-style-type: none"> ➤ Features of the local area ➤ Where our school is <p>Communicating Geographically</p> <ul style="list-style-type: none"> ➤ Following a simple map ➤ Identifying human and physical features. <p>Global citizenship</p> <ul style="list-style-type: none"> ➤ Pollution- litter and recycling 	<p style="text-align: center;">THE LOCAL AREA</p> <p style="text-align: center;"><i>Educational visit- The Cock Shutt</i></p> <p>Investigate Places</p> <ul style="list-style-type: none"> ➤ Features of the local area (Telford) ➤ Compare and contrast areas. ➤ Questions answered. ➤ Identifying the sort of place <p>Communicating Geographically</p> <ul style="list-style-type: none"> ➤ Identifying human and physical features ➤ Creating 3D maps <p>Global citizenship</p> <ul style="list-style-type: none"> ➤ Recycling
Spring	<p style="text-align: center;">THE UNITED KINGDOM</p> <p>Investigate Places</p> <ul style="list-style-type: none"> ➤ England and Wales ➤ Characteristics of countries ➤ Contrast different areas. 	<p style="text-align: center;">THE UNITED KINGDOM</p> <p>Investigate Places</p> <ul style="list-style-type: none"> ➤ Northern Ireland and Scotland ➤ Seas surrounding ➤ Characteristics of countries ➤ Contrast different areas. <p>Global citizenship</p> <ul style="list-style-type: none"> ➤ Plastic in the sea
Summer	<p style="text-align: center;">CONTRASTING LOCALITIES</p> <p style="text-align: center;"><i>Educational visit- Cardingmill Valley</i></p> <p>Investigate Places</p> <ul style="list-style-type: none"> ➤ Features of a contrasting area <p>Communicating Geographically</p> <ul style="list-style-type: none"> ➤ Human and physical features ➤ Using a compass 	<p style="text-align: center;">WEATHER</p> <p>Investigating patterns</p> <ul style="list-style-type: none"> ➤ Seasonal weather patterns ➤ Observing weather (collecting data) <p>Global citizenship</p> <ul style="list-style-type: none"> ➤ Preserving habitats

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Year 2	1 st Half term	2 nd Half Term
Autumn	<p style="text-align: center;">LOCAL AREA</p> <p>➤ Educational visit- Ironbridge</p> <p>Communicating Geographically</p> <ul style="list-style-type: none"> ➤ Compass directions ➤ Human and physical features ➤ Map skills. ➤ Land use and geographical vocabulary. <p>Global citizenship</p> <ul style="list-style-type: none"> ➤ Pollution- litter 	<p style="text-align: center;">WEATHER</p> <p>Investigating patterns</p> <ul style="list-style-type: none"> ➤ Hot and cold areas of the world ➤ North Pole, South Pole, Equator ➤ Extreme weather ➤ Seasonal weather patterns <p>Global citizenship</p> <ul style="list-style-type: none"> ➤ Global warming
Spring	<p style="text-align: center;">CONTINENTS</p> <p>Investigate Places</p> <ul style="list-style-type: none"> ➤ Europe Asia Australasia and Africa ➤ Oceans of the world ➤ Characteristics of the continents 	<p style="text-align: center;">CONTINENTS</p> <p>Investigate Places</p> <ul style="list-style-type: none"> ➤ North America, South America, Antarctica ➤ Oceans of the world ➤ Characteristics of the continents <p>Global citizenship</p> <ul style="list-style-type: none"> ➤ Global warming
Summer	<p style="text-align: center;">CONTRASTING COUNTRIES</p> <p>Investigate Places</p> <ul style="list-style-type: none"> ➤ Ecuador / Telford ➤ Comparing locations in different continents ➤ Characteristics of a non-European country <p>Global citizenship</p> <ul style="list-style-type: none"> ➤ Fair trade ➤ Land use – deforestation. ➤ Car use restrictions clean air zones. ➤ Developing countries 	<p style="text-align: center;">LOCAL AREA</p> <p>Educational visit- Fairbourne</p> <p>Investigate Places</p> <ul style="list-style-type: none"> ➤ Questions asked and answered. ➤ Understanding the location and features of a coastal location <p>To communicate geographically</p> <ul style="list-style-type: none"> ➤ Creating maps ➤ Keys and grid references ➤ Compass directions used to explain. ➤ Key characteristics of a place <p>Global citizenship</p> <ul style="list-style-type: none"> ➤ Plastic in the oceans

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Appendix 3 Cross Curricular Aspects

Examples of how Geography can be taught alongside other curriculum subjects.	
Communication and Literacy	Reading and writing reports on findings. Learning new vocabulary to use cross curricular.
Mathematics	Positional language in relation to compass directions and grid references. Recording data to show patterns.
Science	Observational skills when looking at the weather and recording this as data. Looking at seasonal change and the effect on our world.
Design and Technology	Designing and creating 3D maps in relation to fieldwork that have been completed.
Music	Finding out about different cultures across the world.
Computing	Using google earth and google maps to explore maps online. Recording data and conducting research.
Art and Design	Creating maps and observational sketches of our world and everything around us.
History	How different locations have changed over time. Different explores through the ages.
Physical Education/Drama	Conducting fieldwork and exploring the outdoors.
Religious Education	Exploring different religions and beliefs across the world.
Personal, Social and Health Education (PSHE)	Looking at how everyone is different and valued across the world. Showing equality between men, women, race, culture, and religion. Celebrating key geographical moments through PSHE. Being resourceful, resilient, and reflective, showing reciprocity.

Appendix 4

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Classroom Geographical Resources

Each classroom has been equipped with the following:

- A world globe.
- World Atlas.
- A map of the United Kingdom.
- A world map.
- Magnifying glasses to observe closely.
- Laptops to be able to research.

Central Geographical resources

Geography drawers include:

- Resource box to explore England.
- Resource box to explore Wales.
- Resource box to explore Scotland.
- Resource box to explore Northern Ireland.
- Resource box to explore Asia.
- Resource box to explore Europe.
- Resource box to explore Africa.
- Resource box to explore North America.
- Resource box to explore South America.
- Resource box to explore Antarctica.
- Resource box to explore Australasia.
- Fieldwork resources including compasses and aerial photographs.
- Teacher knowledge organisers.
- Puzzle globes.

Geography displays include:

- Puzzle globes to be used across school.
- Maps to support planning and learning.
- Fieldwork displays to celebrate the children's learning.

Curricular Resources

Collections of other resources can be used as a stimulus for Geography these are kept in the appropriate places for the subject, e.g., technology within the computing resources and Science apparatus in the Science cupboard.

Appendix 5- Glossary of Technical Terms

Human

Human geography or anthropogeography is the branch of geography which studies spatial relationships between human communities, cultures, economies, and their interactions with the environment, examples of which include urban sprawl and

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urban redevelopment. It analyses spatial interdependencies between social interactions and the environment through qualitative and quantitative methods.

Physical

Physical geography (also known as physiography) is one of the three main branches of geography. Physical geography is the branch of natural science which deals with the processes and patterns in the natural environment such as the atmosphere, hydrosphere, biosphere, and geosphere.

Atlas

An atlas is a book that shows a variety of different maps at different scales. They usually contain maps of the world, continents, and countries. The maps they include can be *physical*, *political*, or *thematic*:

Compass

An instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it.

Continent

A continent is any of several large geographical regions. Continents are generally identified by convention rather than any strict criteria. A continent could be a single landmass or a part of a very large landmass, as in the case of Asia or Europe.

Country

An area of land that has its own government, army etc...

Fieldwork

Fieldwork is when you go outside and find out things about a place. You can do this by yourself or with your friends. Before you start your fieldwork, you need to decide what you want to find out. You can do this by thinking of questions and how you will find out the answers.