

## Geography at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our **Geography Curriculum** as follows:

We equip children with the Geography **skills, vocabulary, understanding and knowledge** necessary for the next stage of their learning journey. Knowledge, understanding and skills are sequential and built upon to develop progress in Geography across the school. Vocabulary development plays a vital role in this. We want children to be able to use Geography as a means for communication, discussion and to use language skilfully. For example, children can talk about how local and national human and physical challenges can pose a challenge for our planet. We want our children to celebrate Global Diversity and to appreciate their role in a sustainable future for our planet.

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in Geography. For example, our children develop an awareness of the local area and areas beyond our seas. In Year 1 children use stories and books to compare where they live with Africa. This is developed further in Year 4 when children use texts to look at The Amazon Rainforest and the impact of deforestation. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. For example, in our locality children visit local parks and the High Street to see changes over time and the impact of human activity.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the Geography curriculum. All children contribute towards the Rights Respecting Ethos. Children are encouraged to be forward thinking and responsible citizens of our local community and consider the impact on the wider world. We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. E.g children in Year 2, as part of their Chocolate Topic, find out all about Fairtrade. Year 4 Children take part in a Littler Pick as part of the 'Keep Britain Tidy' campaign.

The Geography curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in Geography, supporting and encouraging each other, as well as working together when undertaking e.g fieldwork in the local environment.

Life in 21<sup>st</sup> Century Britain can be busy and stressful and by allowing children time to be immersed in geography and explore the richness of the world around them can aid wellbeing and reduce stress.

We know how to keep ourselves safe in Geography, using equipment carefully and safely when out and about. We are proud of what we can achieve!

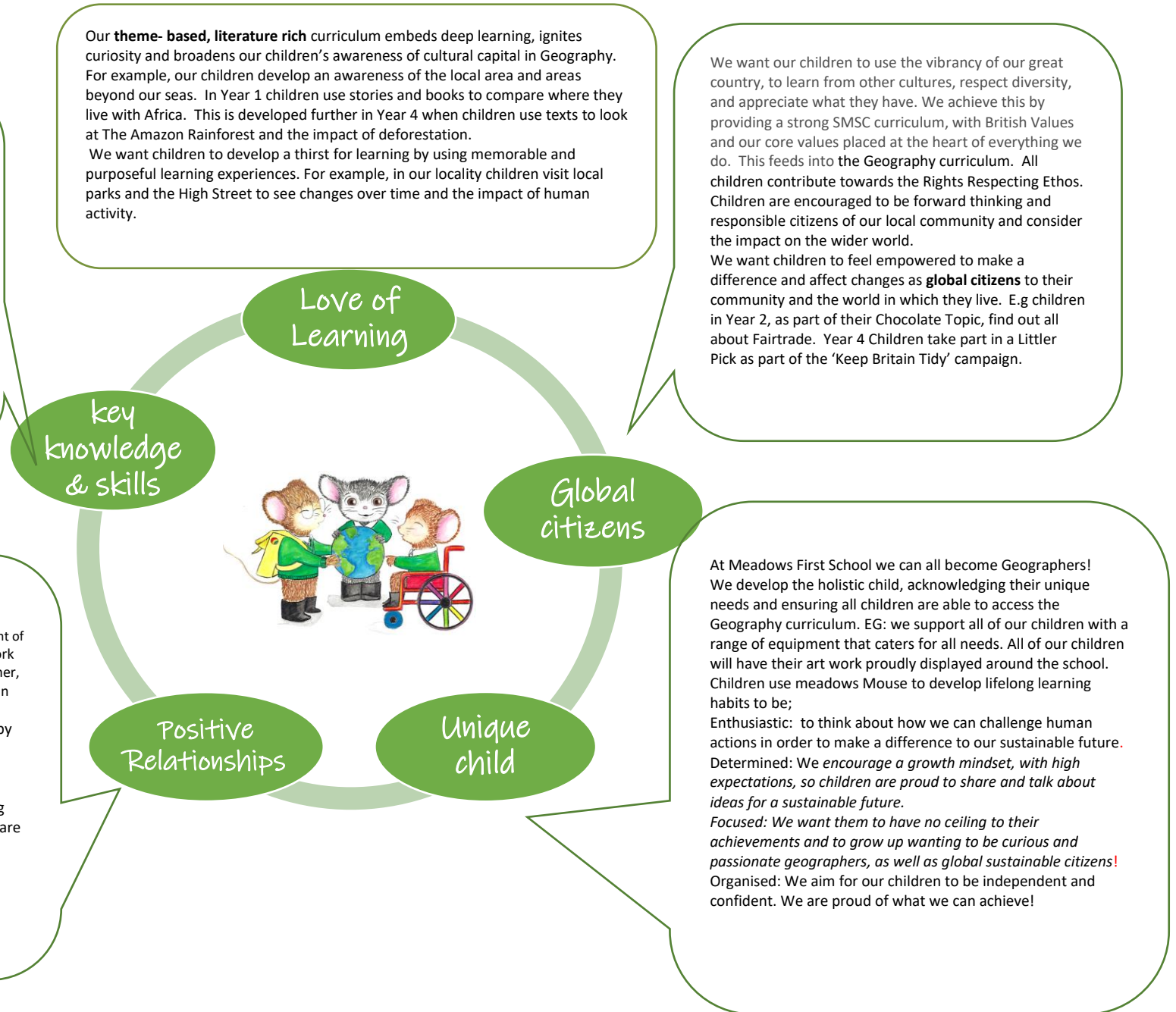
At Meadows First School we can all become Geographers! We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the Geography curriculum. EG: we support all of our children with a range of equipment that caters for all needs. All of our children will have their art work proudly displayed around the school. Children use meadows Mouse to develop lifelong learning habits to be;

**Enthusiastic:** to think about how we can challenge human actions in order to make a difference to our sustainable future.

**Determined:** We encourage a growth mindset, with high expectations, so children are proud to share and talk about ideas for a sustainable future.

**Focused:** We want them to have no ceiling to their achievements and to grow up wanting to be curious and passionate geographers, as well as global sustainable citizens!

**Organised:** We aim for our children to be independent and confident. We are proud of what we can achieve!



## MEADOWS FIRST SCHOOL LONG TERM PLAN - Geography

### *Intent (National Curriculum Aim/School Curriculum aims i.e global etc)*

At Meadows First School, geography is often organised around themes and topics. The Programmes of Study in each Key Stage are centred around four broad areas;

- Locational knowledge
- Place knowledge
- Human and Physical Geography
- Geographical skills and field work

The most appropriate learning is through first-hand experience and observation, which will enable the children to develop a knowledge and understanding of places, patterns and processes, environmental change and take an active role in sustainable development. This is supported by the use of world maps, atlases, globes and compasses, which help to develop the pupils' knowledge and understanding of the world we live in. This knowledge will be strengthened by a study of the children's locality and a range of places and environments in different parts of the world to help them engage as active global citizen.

		<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>	
<i>Implementation</i>		<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Rights Respecting</i>		<i>I have the right to Friends. Article 15</i>	<i>I have the right to be safe. Article 19.</i>	<i>I have the right to be listened to. Article 12:</i>	<i>I have the right to play and rest. Article 31</i>	<i>I have the right to water/ food. Article 24</i>	<i>The right to a good quality education. Article 28</i>
<b>Nursey</b>	<b>Theme</b>	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>Machines</b>	<b>My Wonderful World - people</b>	<b>My Wonderful World - Nature</b>	<b>Fantasy Fun</b>
	<b>Focus-skills/ knowledge</b>	<i>Looks closely at similarities, differences, patterns and change. (40-60 months)</i>	<i>Looks closely at similarities, differences, patterns and change. (40-60 months)</i>	<i>Looks closely at similarities, differences, patterns and change. (40-60 months)</i>	<i>Looks closely at similarities, differences, patterns and change. (40-60 months)</i>	<i>Looks closely at similarities, differences, patterns and change.</i>	<i>Looks closely at similarities, differences, patterns and change. (40-60 months)</i>

						(40-60 months)	
Year R	<b>Theme</b>	<b>Marvellous Me Where the Wild Things Are</b>	<b>Marvellous me</b>	<b>Around the world &amp; beyond (part 1)</b>	<b>Around the world &amp; beyond (part 2)</b>	<b>Once upon a tale</b>	<b>All Creatures great &amp; small</b>
	<i>Focus-skills/ knowledge</i>	<i>Looks closely at similarities, differences, patterns and change. (40-60 months)</i>	<i>Looks closely at similarities, differences, patterns and change. (40-60 months)</i>	<i>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. ELG</i>	<i>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. ELG</i>	<i>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. ELG</i>	<i>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. ELG</i>
Year 1	<b>Theme</b>	<b>Our Town Bromsgrove</b>			<b>Let's Explore Africa</b>		
	<i>National Curriculum</i>	<p><b>Locational Knowledge</b></p> <p>Name, locate the four countries and capital cities of the United Kingdom.</p> <p><b>Geographical Skills</b> 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</p>			<p><b>Place Knowledge</b></p> <p>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</p> <p><b>Human and physical geography</b></p> <p>identify seasonal and daily weather patterns</p>		
	<i>Skills</i>	<p>Follow directions up/down, left/right, forwards backwards.</p> <p>Use basic geographical vocabulary to refer to:</p>			<p>Name and locate Bromsgrove/England and Africa (for Comparison) (Africa and Bromsgrove)</p> <p>Teacher led enquiries to ask and respond to simple closed questions</p>		

		<p>key physical features, including: forest, hill, mountain, soil, valley, vegetation,</p> <p>key human features, including: city, town, village, factory, farm, house, office when reading stories/referring to local area.</p> <p>Use picture maps, atlases and globes to identify the UK and its countries.</p> <p>Draw picture maps and devise own symbols. Draw a simple map of the park and use it to move around &amp; give directions. Use vocabulary like bigger/smaller, like/dislike.</p> <p>Draw around objects to make the plan</p> <p>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.</p> <p>Investigate and make observations about their surroundings in the local area (based on school and park)</p>	<p>Use information books and pictures</p> <p>Investigate and make observations about their surroundings in the local area (based on school and park) compare with Africa</p> <p>Identify seasonal weather patterns in the United Kingdom.(In conjunction with Science)</p>	
Year 2	<b>Theme</b>	<b>Oh I do like to be Beside the Seaside</b>	<b>Knights + Castles</b>	<b>Pirates</b>
	<b>National Curriculum</b>	<p><b>Locational Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to key physical features</p> <p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify the UK and its countries,</p>	<p><b>Geographical skills and fieldwork</b> use simple compass directions directional language</p> <p>devise a simple map; and use and construct basic symbols in a key</p>	<p><b>Locational Knowledge</b> Name &amp; locate seven continents &amp; 5 oceans</p> <p><b>Human and physical geography</b> identify seasonal &amp; daily weather patterns in the UK &amp; the location of hot/ cold areas of the world in relation to the Equator &amp; the North &amp; South Poles</p> <p><b>Place knowledge</b> understand geographical similarities &amp; differences through studying the human &amp; physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>
	<b>Skills</b>	<p>Use an Atlas and globe to locate land and sea and to name and locate UK and major features.</p> <p>Use basic geographical vocabulary to refer to:</p> <p><b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop Relate these to the seaside topic and look at physical and human features at the coast.</p>	<p>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 in relation to a trip to Warwick Castle. Begin to spatially match places eg recognise UK on a small and large scale map.</p> <p>Link their homes with other places in their local community.(Warwick Castle)</p>	<p>Name and locate the world's seven continents and five oceans and relate these to the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; draw a simple map (real or imaginary linked to Treasure Maps for Pirates); and begin to use and construct basic symbols in a key.</p> <p>Look down on objects to make a plan view.</p>

		<p>Children encouraged to ask questions using simple geographical terms eg Where is it? What is it like?</p> <p>Use NF books, stories, maps, pictures, photos and the internet as sources of information</p> <p>Make observations about why things happen.</p>			<p>Draw a simple map (real or imaginary linked to Treasure Maps for Pirates); and begin to use and construct basic symbols in a key.</p>
Year 3	<b>Theme</b>	<b>The Stone Lion (Stone Age)</b>	<b>Rocks &amp; soils The Earth Beneath us</b>	<b>Rotten Romans</b>	<b>Blue Planet (water and our world)</b>
	<i>National curriculum</i>	<p><b>Locational knowledge</b></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human - land-use patterns and understand how some of these aspects have changed over time</p> <p><b>Human geography-</b> types of settlement and land use</p>	<p><b>Locational knowledge</b></p> <p>locate geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p><b>human geography,</b> the distribution of natural resources - minerals</p>	<p><b>Human geography-</b> types of settlement and land use, economic activity including trade links</p>	<p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <p><b>Physical geography</b> including Rivers and the water cycle, excluding transpiration</p>
	<i>Skills</i>	<p>Name and locate countries and cities of the UK and geographical regions (counties). Understand how land use patterns have changed over time</p> <p><b>Geographical skills and fieldwork</b> -Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>	<p>Understand physical and geographical similarities and differences between different parts of the UK</p> <p>Compare a region of the UK.</p> <p>Link with Science, rocks.</p>	<p>Describe and understand key aspects of Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Eg Why did the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p>	<p>Identify longest rivers in the world, Compare with UK.</p> <p>Begin to use 4 compass points to follow/give directions.</p> <p>Begin to use letter/number coordinates to locate features on a map.</p> <p><b>Geographical skills and fieldwork</b> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use large scale OS maps.</p> <p>Use map sites on the internet Use NF books, stories, junior atlases, pictures, photos and the internet as sources of information.</p> <p>eg Google Earth</p> <p>Begin to identify features on aerial and oblique maps</p> <p><b>Know why a key is needed.</b></p>

					<p>Know and use some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Begin to ask and initiate geographical questions.</p> <p>Begin to collect, record and analyse evidence.</p>
Year 4	<b>Theme</b>	<b>The Amazing Amazon</b>		<b>Beautiful Bromsgrove</b>	
	<i>National curriculum</i>	<p><b>Locational knowledge</b></p> <p>Name and locate world's countries with a focus on South America concentrating on environmental regions, key human and physical characteristics, countries and major cities.</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><b>Place knowledge</b> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America</p>		<p><b>Human Geography</b> types of settlement and land use.</p>	
	<i>Skills</i>	<p>Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>Locate things on a large scale map eg find UK and Brazil on a globe</p> <p>Describe and understand key aspects of:</p> <p><b>Physical geography</b> including climate zones/biomes/vegetation belts</p> <p>Investigate places and themes in more than one scale Make a simple scale drawing</p>		<p><b>Geographical skills and fieldwork</b> - Use 4 compass points well</p> <p>Begin to use 8 compass points</p> <p>Confidently use letter/ number coordinates to locate features on a map. Ask and respond to questions and offer their own ideas</p> <p>Mapwork: Extend to satellite images and aerial views</p> <p>Recognise and use symbols on an O.S map.</p> <p>Identify confidently features on aerial and oblique photographs. Know why a key is needed</p> <p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions eg make comparisons between locations using photos/pictures and maps</p>	

### Geography Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4
<i>Locational Knowledge/Direction</i>	<p>30-50 months</p> <p>To comment and ask questions about aspects of their familiar world such as where they live or the natural world</p>	<p>Name, locate the four countries and capital cities of the United Kingdom.</p> <p>Name and locate Bromsgrove/England and Africa (for Comparison)</p> <p>Follow directions up/down, left/right, forwards backwards.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans and relate these to the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Follow directions up/down, left/right, forwards backwards. And NSEW</p>	<p>Name and locate countries and cities of the UK and geographical regions.</p> <p>Understand how land use patterns have changed over time.</p> <p>Identify longest rivers in the world, Compare with UK.</p> <p>Begin to use 4 compass points to follow/give directions.</p> <p>Begin to use letter/number coordinates to locate features on a map.</p>	<p>Name and locate world's countries with a focus on South America concentrating on environmental regions, key human and physical characteristics, countries and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>Locate things on a large scale map eg find UK and Brazil on a globe</p> <p>Begin to match boundaries (eg find the same boundary of a country on different scale maps)</p> <p>Use 4 compass points well</p> <p>Begin to use 8 compass points</p> <p>Confidently use letter/ number coordinates to locate features on a map.</p>
<i>Place Knowledge</i>	<p>Notices detailed features of objects in their environment (22- 36m) Can talk about some of the things they have</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</p>		<p>Understand physical and geographical similarities and differences between different parts of the UK Compare a region of the UK. Link with Science, rocks.</p>	<p>Understand geographical similarities and difference through the study of human and physical geography of a region of the UK and a region of South America.</p>



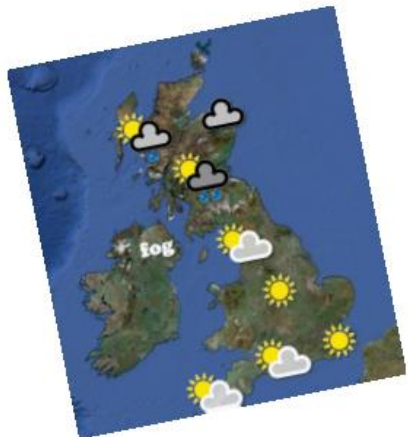
	<i>observed such as plants, animals, natural and found objects (30-50m)</i>	<i>and of a small area in a contrasting non-European country. (Africa and Bromsgrove)</i>			
<i>Human and physical geography</i>	<i>Looks closely at similarities and differences, patterns and change (40-60m)</i>	<p><i>Identify seasonal weather patterns in the United Kingdom.</i></p> <p><i>Use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li><i>key physical features, including: forest, hill, mountain, soil, valley, vegetation.</i></li> <li><i>key human features, including: city, town, village, factory, farm, house, office when reading stories and when referring to their local area.</i></li> </ul>	<p><i>Identify daily weather patterns and link it to seasons in the United Kingdom.</i></p> <p><i>Use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li><i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></li> <li><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <i>Relate these to the seaside topic and look at physical and human features at the coast.</i></li> </ul>	<p><i>Describe and understand key aspects of:</i> <i>Physical geography including Rivers and the water cycle, excluding transpiration.</i></p> <p><i>Human geography including trade links in the Pre-roman and Roman era</i></p> <p><i>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</i></p>	<i>Describe and understand key aspects of:</i> <i>Physical geography including climate zones/biomes/vegetation belts</i> <i>Human Geography types of settlement and land use.</i>
<i>Geographical skills/enquiry (Including map work) and fieldwork</i>	<p><i>30-50 months</i> <i>To talk about some things they have observed, such as plants, animals, natural and found objects</i></p> <p><i>To talk about why things happen and how things work.</i></p> <p><i>To develop an understanding of</i></p>	<p><i>Use picture maps, atlases and globes to identify the United Kingdom and its countries.</i></p> <p><i>Draw picture maps and devise own symbols. Draw a simple map of the park and use it to move around and give directions. Use vocabulary like bigger/smaller, like/dislike.</i></p>	<p><i>aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; draw a simple map (real or imaginary linked to Treasure Maps for Pirates); and begin to use and construct basic symbols in a key.</i></p> <p><i>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to</i></p>	<p><i>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</i></p> <p><i>Use large scale OS maps.</i> <i>Use junior Atlases</i> <i>Use map sites on the internet eg Google Earth</i> <i>Begin to identify features on aerial and oblique maps.</i> <i>Know why a key is needed.</i> <i>Know and use some basic symbols and key (including the use of a</i></p>	<p><i>Ask and respond to questions and offer their own ideas</i> <i>Extend to satellite images and aerial views</i> <i>Investigate places and themes in more than one scale</i> <i>Collect and record evidence</i> <i>Analyse evidence and draw conclusions eg make comparisons between locations using photos/pictures and maps</i> <i>Make a map of a short route experienced with features in the correct order.</i> <i>Make a simple scale drawing</i> <i>Know why a key is needed</i> <i>Recognise and use symbols on an O.S map.</i></p>



	<p><i>growth, decay and changes over time. To show care and concern for living things and the environment.</i></p> <p><i>40-60 months To look closely at similarities, difference and patterns of change.</i></p> <p><i>ELG To know about similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another.</i></p>	<p><i>Draw around objects to make the plan</i></p> <p><i>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.</i></p> <p><i>Teacher led enquiries to ask and respond to simple closed questions</i></p> <p><i>Use information books and pictures</i></p> <p><i>Investigate and make observations about their surroundings in the local area (based on school and park)</i></p>	<p><i>describe the location of features and routes on a map in relation to a trip to Warwick Castle. Begin to spatially match places eg recognise UK on a small and large scale map.</i></p> <p><i>Look down on objects to make a plan view.</i></p> <p><i>Use an Atlas and globe to locate land and sea and to name and locate UK and major features.</i></p> <p><i>Children encouraged to ask questions using simple geographical terms eg Where is it? What is it like?</i></p> <p><i>Use NF books, stories, maps, pictures, photos and the internet as sources of information</i></p> <p><i>Make observations about why things happen.</i></p>	<p><i>simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <p><i>Make a map of a short route experienced.</i></p> <p><i>Try to make a simple scaled drawing</i></p> <p><i>Begin to ask and initiate geographical questions.</i></p> <p><i>Use NF books, stories, junior atlases, pictures, photos and the internet as sources of information.</i></p> <p><i>Begin to collect, record and analyse evidence</i></p>	<p><i>Use large and medium scale O.S maps</i></p> <p><i>Use junior atlases</i></p> <p><i>Use map sites on the internet</i></p> <p><i>Identify confidently features on aerial and oblique photographs.</i></p> <p><i>Use fieldwork to observe 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.</i></p>
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# Geography

## Meadows First School



At Meadows we aim to promote a relevant curriculum which will support the children in life.

Where possible we strive to adapt the curriculum using our local resources.

We believe that pupil voice is important and our curriculum has been developed as a result of analysing the views of all stakeholders – children, staff and parents.

At Meadows we are holders of a primary membership of the National Geographical Association which supports our teaching and learning.

## Aims and Objectives

Develop a knowledge of the world and accumulate map reading skills.

Have awareness that other people have differing cultures, habits and practises.

To build an informed and balanced view of the world and their place in it.

To learn through fieldwork both within the school grounds and via outside visits.

To explore opportunities to complement and enrich other areas of the curriculum wherever such opportunities exist.



How do the children learn Geography?

EYFS

In EYFS geography comes under the umbrella of 'Understanding the World'. This area of learning is split into the areas of 'People and Communities' and 'The World and Technology'. The children are assessed according to the 'Early Learning Goals' and are expected to show that they 'enjoy joining in with family customs and routines' and can 'look closely at similarities differences, patterns and change'.

KEY STAGE 1 AND 2

Geography lessons are taught by the class teacher. Each year group has topics into which the National Curriculum is cleverly woven eg 'Africa', 'Oh I do Like to be Beside the Seaside' and 'Around the world' to name but a few. Alongside these topics the children are accumulating progressive map reading skills and a knowledge of the wider world e.g. capital cities main rivers, mountain ranges. All the children are given the opportunity to progress through differentiated tasks and teacher support.

