

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 geographical **skills, knowledge and vocabulary** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in Geography throughout the school. Vocabulary development plays a vital role in this. We want children to have a wide vocabulary of everyday geographical terms and to use this vocabulary effectively and appropriately. For example, children can talk about how local and national human and physical issues can pose challenges 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 use stories and books to compare where people live in Africa. This is developed further in Year 4 when children use texts to learn about The Amazon Rainforest and the impact of deforestation.

We want children to develop a thirst for learning by using memorable and purposeful learning experiences. Our children explore our local high street to investigate building use 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- through the teaching of Geography children discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. 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. Children in Reception investigate the work of Greta Thunberg and Year 4 investigate Fair Trade.

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 engaging in constructive debates about geographical events. Life in 21st century Britain can be busy and stressful and by allowing children the time to be immersed in geography and to explore the richness of the world around them can aid wellbeing and reduce stress. The children know how to keep themselves safe in geography, using equipment safely and with care and control. 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 History curriculum.

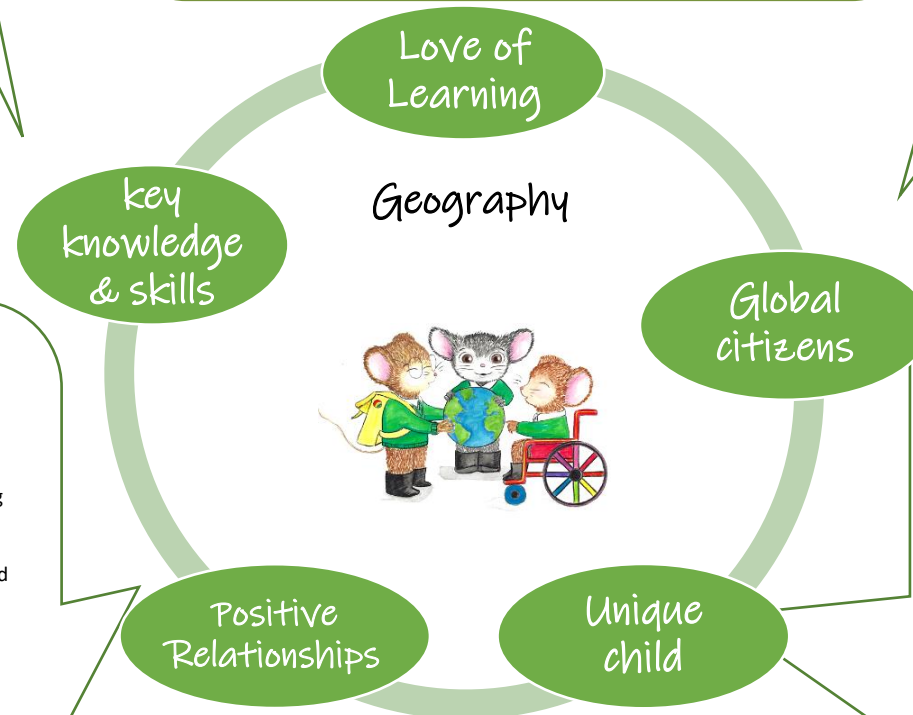
Children use Meadows Mouse to develop lifelong learning habits to be;

Enthusiastic: We promote the children's geographical curiosity and encourage them to ask questions, talking enthusiastically about what they want to discover.

Determined: We encourage a growth mindset, with high expectations, so children are confident to share and talk about their ideas. We want the children to be proud to share their opinions about geographical findings and confidently answer questions.

Focused: We want them to have no ceiling to their achievements and to grow up wanting to be historians, archaeologists or researchers!

Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for geographical enquiry.





Geography Skills and Knowledge Progression



Geography Skills and Knowledge Progression						
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Locational and Place Knowledge	Recognise some environments that are different to the one in which they live.	Know that we live in Bromsgrove. Know the names of some other countries around the world.	Name and locate the four countries and capital cities of the United Kingdom. Name and locate Bromsgrove/England and Africa (Kenya). 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 (Kenya) Understand physical and geographical similarities and differences between different parts of the UK	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas. Name and locate the world's seven continents and five oceans	Name and locate the U.K. on maps and it's regions. Identify European countries according to their features To be able to compare two European capital cities - Rome and London To find out about the human and physical features of Italy To be able to identify European countries according to their features	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.
Human and Physical Geography	Explore the natural world around Understand the effect of changing seasons on the natural world around them.	Discuss places of interest in their local area. Discuss key physical and human characteristics Explore the natural world around them, making observations and drawing pictures of animals and plants.	Identify seasonal weather patterns in the United Kingdom. Discuss 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: <ul style="list-style-type: none"> • key physical features, including: forest, hill, mountain, soil, valley, vegetation,. • key human features, including: city, town, village, factory, farm, house, office when reading stories and when referring to their local area. 	Identify daily weather patterns and link it to seasons in the United Kingdom. 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	Describe and understand key aspects of types of settlement and land use. Understand how land use patterns have changed over time Describe and understand key aspects human geography including types of settlements in Early Britain and reasons for their location.	Describe and understand key aspects of: Physical geography, including: rivers and the water cycle, climate zones, biomes and vegetation belts, 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.
Mapwork	Draw information from a very simple map.	Draw information from a simple map.	Use picture maps, atlases and globes to identify the United Kingdom , it's countries and capital cities	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate	Use maps to name and locate world's countries (with a focus on South America) concentrating on environmental

		Show interest in maps and globes. Explore creating maps of familiar places.	Draw simple picture maps and devise own symbols.	far; left and right], to describe the location of features and routes on a map Begin to spatially match places e.g. recognise UK on a small and large scale map. Look down on objects to make a plan view. Use an atlas and globe to locate land and sea and to name and locate UK and major features. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;	countries and describe features studied. Use large scale OS maps. Use junior atlases Use map sites on the internet e.g. Google Earth Begin to identify features on aerial and oblique maps. Know why a key is needed. Begin to use 8 compass points 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	regions, key human and physical characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn and Arctic and Antarctic Circle. Use 8 compass points well Confidently use letter/ number coordinates to locate features on a map.
Geographical Skills:	Describe what they see, hear, feel whilst outside	Talk about their immediate environment using appropriate locational vocabulary. Make observations and drawing pictures of animals and plants.	Draw simple picture maps and devise own symbols. 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. Use locational and directional language [for example, near and far; left and right],	Use books, stories, maps, pictures, photos and the internet as sources of information Make observations about why things happen. Look down on objects to make a plan view.	Make a map of a short route experienced. Try to make a simple scaled drawing Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Begin to collect, record and analyse evidence

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.

		Autumn Term		Spring Term		Summer Term	
Implementation		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rights Respecting		I have the right to Friends. Article 15	I have the right to be safe. Article 19.	I have the right to be listened to. Article 12:	I have the right to play and rest. Article 31	I have the right to water/ food. Article 24	The right to a good quality education. Article 28
Nursey	Theme	Marvellous Me	Let's Celebrate	Machines	My Wonderful World - people	My Wonderful World - Nature	Fantasy Fun
	Focus- skills/ knowledge	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. 	Recognise some similarities and differences between life in this country & life in other countries. <ul style="list-style-type: none"> • Explore the natural world around • Understand the effect of changing seasons on the natural world around them. 	Draw information from a simple map. <ul style="list-style-type: none"> • Describe what they see, hear, feel whilst outside. 	Recognise some environments that are different to the one in which they live. Draw information from a simple map. Recognise some similarities and differences between life in this country & life in other countries.	Recognise some similarities and differences between life in this country & life in other countries. <ul style="list-style-type: none"> • Explore the natural world around 	Recognise some environments that are different to the one in which they live. Draw information from a simple map. Recognise some similarities and differences between life in this country & life in other countries
	Activity	Small World play Forest School Hello World bingo game	Forest School	Forest School Chinese New Year celebrations	Forest School	Forest School	Forest School
Year R	Theme	Marvellous Me	Marvellous me	Around the world & beyond (part 1)	Around the world & beyond (part 2)	All creatures great & small	Once upon a tale
	Focus- skills/ knowledge	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on 	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants. <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on 	<ul style="list-style-type: none"> • 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

		experiences and what has been read in class.	their experiences and what has been read in class.	nonfiction texts and (when appropriate) maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. <ul style="list-style-type: none"> • 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 	Explore the natural world around them, making observations and drawing pictures of animals and plants. <ul style="list-style-type: none"> • 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 	their experiences and what has been read in class	their experiences and what has been read in class. <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
	Activity	Talking about family where they live. Introducing Forest School and rules. Forest School autumn crowns	Forest School, Divali activities, Christmas around the world	Forest School Talk about experiences in our local area. Use maps and technology to find out about the Bromsgrove and the UK. Use the IWB and books to find out about life in China. Learn about Chinese traditions and stories Learn about the South Pole and about the animals that live there using The Emperor's Egg.	Forest School Discover and investigate different animals and the environments that they live in <u>Rain Forests, Under the Sea,</u>	Forest School Use maps to locate where dinosaurs lived. Look carefully at minibeast, flowers (Georgia O'Keefe) make accurate recreations	Forest School - Summer crowns, observational pictures using charcoal,
<i>Year 1</i>	Theme	Making SENSE of our world		Our Town Bromsgrove		Let's Explore Africa	
	National Curriculum	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 maps to locate the countries of the British Isles and the capital cities. Identify seasonal and daily weather patterns in the UK. Identify weather (daily and seasonal patterns) identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean.		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 Identify seasonal and daily weather patterns	

	Skills	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.		Use picture maps, atlases and globes to identify the UK and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 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. Investigate and make observations about their surroundings in the local area (based on school and park)		Use world maps to locate continents (Africa) and countries within (Kenya). 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	
	Activity	Children will study the weather patterns of UK and know about seasonal changes Children will keep a weather diary for 2 weeks.		Where do we live? Use aerial photographs of Bromsgrove Describe the local area to our school Identify key human and physical features of Meadows First School and the surrounding environment		Compare Bromsgrove and Africa Use maps to identify Africa and the UK Identify human and physical similarities and differences comparing Bromsgrove to Kenya. Name the continent of Africa Use maps to identify the United Kingdom and Africa Investigate contrasts between Kenyan cities and rural Kenya.	
<i>Year 2</i>	Theme	Oh I do like to be Beside the Seaside		Around the World in Continents		Hot and Cold	
	National Curriculum	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		To name and locate the world's seven continents and five oceans; To understand the location of hot and cold areas of the world in relation to the equator		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.	

		<p>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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>and North and South Pole.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p>		<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	
	Skills	<p>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.</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</p>		<p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</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</p>	
	Activity	<p>Children will name and locate the five oceans and seven continents on a world map</p> <p>Children will name and locate the five oceans and seven continents on a world map. Compare British beaches to those abroad. Investigate island life</p> <p>Children will travel around the UK and the world using compass points</p>				<p>Children will identify the four points of a compass and find out how we can use them to navigate around a map</p> <p>Children will learn about the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify it as being a country within Europe.</p> <p>Children will look at simple pictograms of weather data for different regions of the UK. They will learn some ways in which weather differs between inland and coastal areas Focusing on Singapore and Tromsø, Norway, children will learn more about</p>	

						weather in equatorial and polar regions	
Year 3	Theme	Village Settlers			Investigating My Local Area		My European Neighbours
	National curriculum		Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food, and water Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		Types of settlement and land use, economic activity including trade links, Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, name and locate counties and cities of the United Kingdom,		Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,
	Skills		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use maps (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical		Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of human and physical geography including types of settlement.

			features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies				
	Activity		Explore who early settlers in UK were. Identify where early settlers settled and why. Locate early settlements on maps. Explore map symbols. Identify links between settlements. Design a settlement using use symbols and keys in their designs and maps, and consider what human and physical features they will need to include in their villages.		Use maps to find UK, our region, our county and our town. Identify differences between human and physical features. Identify and present services in towns. Collect, present and analyse travel data. Describe our local area.		Comparing Italy to the UK. Locate UK and Italy on maps, Locate Rome and London (and other European capital cities) and understand what a capital city is. Investigate, compare and present findings regarding Italy (Rome) and UK (London), including physical and human features (Ancient and modern)
<i>Year 4</i>	Theme		Rivers and Water	The Amazing Amazon			Rivers and Water
	National curriculum		Identify the location and characteristics of a range of the world's most significant human and physical features (rivers) using maps. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <u>rivers</u>) ♣ describe and understand key aspects	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the			Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

			of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	distribution of natural resources including energy, food, minerals and water			
	Skills		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
	Activity		Learn about the water cycle. Find out about rivers and how they erode, transport and deposit materials. Find out why rivers are important i.e. water, transport, habitat, energy, farming and leisure. Explore some of the causes of river pollution and the effects this has on the environment. Learn about the River Nile.	Locate rain forests on maps. Find out about the different layers in rain forests. Research the climate using charts and graphs, including temperature and rainfall and the role of rain forests in the water cycle. Investigate indigenous tribes (Yanomami). Find out about deforestation, what it is doing and how it could be reversed.			Visit a local river and conduct studies including measuring speed and depth.

			Conduct geographical enquiry on River Severn.				
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