

West Croft School



Geography

Curriculum Intent



At West Croft our aim is to create a learning environment where children have a thirst for **investigation** and new learning. We seek to

inspire in children a **curiosity and fascination** about the world and its people which will remain with them for the rest of

their lives; to promote the children's interest and understanding of **diverse places, people, resources and natural and human**

environments, together with a deep understanding of the Earth's key physical and human processes. **Our ambitious** geography

curriculum is designed to have concepts weaved throughout every year group in order to **encourage** purposeful repetition to

ensure the progressive development of geographical concepts, knowledge and skills. This consistently builds on previous understanding so

that our children are **striving** to become geographers who understand their own significance in the world which will remain with them

for the rest of their lives. Our high quality teaching of geography enables our children to understand their rights and responsibilities towards

other people and the **environment** in which we live. All children will be equipped with **advanced knowledge**

about diverse places, people, resources and natural and human environments as well as acquiring the skills to read and utilise a variety of

maps and atlases to develop an awareness of location . This ensures that each child, including SEND children, gain the real

geographical experiences of their community and the wider world.

Geography

KS1/2 National Curriculum

Purpose of study: A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography

KS1/2 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

By end of KS1

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.

Locational knowledge:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

By end of KS1

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.

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.

By end of KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge:

- 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
- 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
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge:

- 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, and a region within North or South America

By end of KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Human and physical geography:

- 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 distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.



West Croft School

Our Curriculum



	Autumn		Spring		Summer	
	Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
Year 1	Where would you like to live? Town, city and village study	Which West Croft is Best Croft? The history of school!	Too hot to handle, too cold to hold? Hot and cold - Frozen Kingdoms / north pole and south pole	Can we reap what we sow? Focus on farming and land use Sustainability and markets and plant it, grow it, eat it!	Francis Drake -hero or pirate? Spanish Armada through exploring character of Francis Drake as a significant person	Weather - friend or foe?
Year 2	How was Bideford born? Local history study - Bideford	How far can we fly? The history of aviation	How much do we really know about the Blue Planet? Oceans	What a wonderful world? Contrasting UK with non European country - in Africa	Equality - are we there yet?	Evacuation - right or wrong? WW2 focus
Year 3	Stone Age to Iron Age History	Who put that there? What has been left from the Stone Age /Iron Age - geographical	Who shifted my plates? Volcanoes / earthquakes and tsunamis	Solid as the rock? Earth structure and how the world has evolved (countries, continents, changes in structure and the age of discovery)	Was ancient Greece a myth? Historical study	Greece - hot or not? European study
Year 4	Romans Geographical	What have the Romans done for us? historical study of Rome and the influence on Britain today	Where's my mummy? Geographical study of Ancient Egypt and it's civilisation	Where's my mummy? Historical study of Ancient Egypt and how advanced it was. The discoveries made at the time.	River deep, mountain high From the source to the sea - including coastal Mountains to the coast	River deep, mountain high Environmental impact over time How history has changed landscapes across the world.
Year 5	Can we save the rainforest? Rainforest and South America study.	What is the Mayan legacy? Ancient Mayan Civilizations	How did invaders change Britain? Anglo Saxons to Vikings This is a history and geography unit		Was Bideford significant to the Tudors? Tudor history linking to what Bideford was like in Tudor times	Did we really land on the moon? History of space flight Space race - linked to history around that time (Cold War) Development of technology and man's ability to travel space What does the future hold?
Year 6	What is in your wardrobe and why? Key styles in music and fashion from 1066 and what they teach us about history. Evolution and legacy of fashion and music. History and geography must both be included in this project.	Amazing Africa - Savannah, Safari and Starvation: is that all there is to Africa? Deserts, industrial areas, similarities and differences between developed and developing world, time zones, change, diversity, equality, Cape Town, significance, Mandela. History and geography must both be included in this project.	Why do people fight? Key significant battles from 1066. Themes that have caused conflict since 1066 - religion, inequality, power etc. Geography can be include in this also		Express Yourself - Should we fight for what we believe in? History and geography to look at key figures who have fought for what they believed in across the world and over time.	

SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	<ul style="list-style-type: none"> 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. (India) 	<ul style="list-style-type: none"> 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. (Zambia) 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Westward Ho!) and a region in a European country– Greece. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Bideford) and a region in a European country– Italy (Rome) 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Bideford), a region in a European country, and a region with North and south America (Brazil– Amazon Rainforest/America moon landing) 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Bideford), a region in a European country, and a region with North and south America (Africa/France for battles)
Locational knowledge	<ul style="list-style-type: none"> Name and locate the four countries that make up the UK and their capital letters and its surrounding seas. Identify the local of hot and cold places. Identify the equator, north and south pole. 	<ul style="list-style-type: none"> Name and locate the world's seven continents Name and locate the four countries that make up the UK and their capital letters. 	<ul style="list-style-type: none"> Name and locate at least eight European countries (inc Russia) Know the names and locate at least eight counties and at least six cities in England. Know the names of and locate a number of North American countries. 	<ul style="list-style-type: none"> Know and locate the names of and locate at least eight major capital cities across Europe Know the names of four countries in the north and southern hemisphere. Know where the equator, tropic of Cancer and Tropic of Capricorn and Greenwich Meridian are on a map. 	<ul style="list-style-type: none"> Know and the names of and locate a number of south American Countries. Continue to locate counties and cities of the UK 	<ul style="list-style-type: none"> Continue to locate counties and cities of the UK
Human and physical geography	<ul style="list-style-type: none"> Identify seasonal and daily patterns in the UK. Use basic geographical language (beach, cliff, forest, hill, village, factory, farm, house, office, port, harbour, shop) 	<ul style="list-style-type: none"> 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 Know the main differences between a place in England and that of a small place in a non-European country 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography: climate zones, volcanoes and earthquakes Human geography– settlement, land use, economic activity including trade links and distribution of natural resources including food, minerals and water. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography: water cycle, rivers, mountains. Human geography– settlement, land use and distribution of natural resources including energy, and water. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography: biomes, vegetation belts Human geography– types of settlement and land use and the distribution of natural resources including energy, food and minerals. Trade links between North America and the rest of the world. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography: biomes, water cycle (recap) Human geography– types of settlement, economic activity land use and the distribution of natural resources including: water and food.
Map skills	<p>Using maps:</p> <ul style="list-style-type: none"> use simple maps to move around the school use directional language (near, fr, up, down, bigger, smaller) <p>Map knowledge:</p> <ul style="list-style-type: none"> use world maps to identify the UK and 4 countries, surrounding seas. <p>Making maps:</p> <ul style="list-style-type: none"> Draw picture maps– imaginary places and stores– use own symbols on imaginary map. <p>Style of map:</p> <ul style="list-style-type: none"> Picture maps and globes. 	<p>Using maps:</p> <ul style="list-style-type: none"> Follow a route on a map. use directional language (up/down/left/right) Use ariel maps to locate Zambia and compare with local area in UK <p>Map knowledge:</p> <ul style="list-style-type: none"> Locate continents and oceans and the equator. Find the land and the sea. use world maps to identify the UK and 4 countries, surrounding seas including home nation. <p>Making Maps</p> <ul style="list-style-type: none"> Draw basic map (Can link to imaginary) including appropriate symbols and pictures to represent places and features– begin to use a simple key. <p>Style of map:</p> <ul style="list-style-type: none"> Use large OS maps Use an infant atlas. 	<p>Using maps:</p> <ul style="list-style-type: none"> Follow a route map Locate places on a larger scale map e.g. map of Europe. Use 4 figure compass. <p>Map knowledge:</p> <ul style="list-style-type: none"> Locate UK on a variety of different scale maps Name and locate counties and cities in the UK. <p>Making Maps:</p> <ul style="list-style-type: none"> Try to make a map of a short route Understand the importance of symbols in a key <p>Style of Map:</p> <ul style="list-style-type: none"> Use large scale OS map, junior atlases and begin to use aerial photographs. Begin to use maps online. 	<p>Using maps:</p> <ul style="list-style-type: none"> Use large and medium scale maps and locate places (find UK and Egypt) Follow a route on a large scale map Locate places on a range of maps. Use 8 figure compass Identify features on aerial/oblique photographs <p>Map knowledge:</p> <ul style="list-style-type: none"> Locate Europe on a large scale map or globe name and locate countries inc. Russia and their capital cities. Locate the equator. <p>Making maps:</p> <ul style="list-style-type: none"> Make a map of a short with features in the correct order. Recognise and use OS map symbols including a completed key. <p>Style of map:</p> <ul style="list-style-type: none"> Use large and medium OS scale maps Use junior atlases Use map sites on internet. 	<p>Using maps:</p> <ul style="list-style-type: none"> Compare maps with aerial photographs Select a map for a specific purpose (e.g. rainforest) Use 8 figure compasses Use atlases to find out features (e.g. the wettest part of the world.) <p>Map knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, focus on North and South America. Identify position and significance of lines of longitude and latitude. <p>Making maps:</p> <ul style="list-style-type: none"> Draw a variety of thematic maps Draw and sketch maps using symbols and a key Use and recognise OS map symbols <p>Style of map:</p> <ul style="list-style-type: none"> Use index and contents page of an atlas. Use medium scale land ranger OS maps 	<p>Using maps:</p> <ul style="list-style-type: none"> Follow a short route on an OS map Locate places on a world map. Use atlases to find out about other features e.g. weather patterns) Use 8 figure compasses. <p>Map knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries on a variety of maps including areas studied through KS1 and 2. <p>Making maps:</p> <ul style="list-style-type: none"> Begin to draw a variety of thematic maps <p>Style of map:</p> <ul style="list-style-type: none"> Use OS maps Confidently use an atlas Recognise world map as a flattened globe.
Fieldwork	<ul style="list-style-type: none"> use a camera to record and observe changes in local area Collect data using a tally chart sketch local area adding in images of key places such as school. carry out a small survey on local area ask a familiar person questions ask and respond to simple geographical questions 	<ul style="list-style-type: none"> Create plans and draw simple features in local environment. Ask a familiar person planned questions. Create a tally chart Use a camera in the field to record what is seen, Gather information using basic observation skills. Recognise a photo/video to record what has been seen/heard. Draw simple features Ask and respond to basic geographical questions 	<ul style="list-style-type: none"> Gather information Ask geographical questions Use a simple record to present findings Record findings from a field trip Use appropriate terminology <p>Sketching</p> <ul style="list-style-type: none"> Draw an annotated sketch from observation including descriptive labels and direction Select views to photograph Add titles and labels giving date and location information 	<ul style="list-style-type: none"> Gather information Ask geographical questions Use a simple record to present findings Record findings from a field trip Use appropriate terminology <p>Sketching</p> <ul style="list-style-type: none"> Draw an annotated sketch from observation including descriptive labels and direction Select views to photograph Add titles and labels giving date and location information Consider ho photos provide useful evidence Locate position of a photo on a map. (Rivers) 	<ul style="list-style-type: none"> Use a database to interrogate information collected Use graphs to display data collected Sketching Evaluate their sketch against a set criteria and improve it Annotate sketched as evidence in an investigation Make judgements about the best angle or viewpoint when taking an image or completing a sketch 	<ul style="list-style-type: none"> Select appropriate methods for data collection (e.g. interviews, observations, investigations) Sketching Use photographic evidence in their investigations Use sketches as evidence



Geography Curriculum Map Year 1

Place knowledge	
Locational knowledge	
Human and physical geography	
Map skills	
Field work	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
WIDER CURRICULUM PROJECT Where would you like to live?	WIDER CURRICULUM PROJECT Which West Croft is Best Croft?	WIDER CURRICULUM PROJECT Too hot to handle, too cold to hold?	WIDER CURRICULUM PROJECT Can we reap what we sow?	WIDER CURRICULUM PROJECT Francis Drake – Hero or Pirate?	WIDER CURRICULUM PROJECT Weather - friend or foe?
<ul style="list-style-type: none"> Use basic geographical language (beach, cliff, forest, hill, village, factory, farm, house, office, port, harbour, shop) use simple maps to move around the school Use picture maps and globes. Draw picture maps of imaginary places and stores – use own symbols on imaginary map. use world maps to identify the UK and 4 countries, surrounding seas. 		<ul style="list-style-type: none"> Identify the local of hot and cold places. Identify the equator, north and south pole. Picture maps and globes. use directional language (near, fr, up, down, bigger, smaller) use world maps to identify the UK and 4 countries, surrounding seas. Locate the equator, north and south pole. 	<ul style="list-style-type: none"> 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. (India) Use basic geographical language (beach, cliff, forest, hill, village, factory, farm, house, office, port, harbour, shop) Picture maps and globes. use directional language (near, fr, up, down, bigger, smaller) 	<ul style="list-style-type: none"> Picture maps and globes. 	<ul style="list-style-type: none"> Identify seasonal and daily patterns in the UK Picture maps and globes.

Field work- Where would you like to live?	Knowledge			
<ul style="list-style-type: none"> use a camera to record and observe changes in local area (weather) Collect data using a tally chart (weather) sketch local area adding in images of key places such as school. (local area) carry out a small survey on local area (local area) ask a familiar person questions (Local area) ask and respond to simple geographical questions (local area) 	<p>Where would you like to live? Know the names of the four countries that make up the UK and name the three main seas that surround the UK</p> <p>Know the main differences between city, town and village</p> <p>Explain some of the advantages and disadvantages of living in a city or village.</p>	<p>Too hot to handle, too cold to hold? Know features of hot and cold places in the world</p> <p>Know where the equator, North Pole and South Pole are on a globe</p> <p>Know which is N, E, S and W on a compass</p>	<p>Can we reap what we sow? Know the names of the four countries that make up the UK and name the three main seas that surround the UK</p> <p>Know their address, including postcode</p> <p>Know which is N, E, S and W on a compass</p>	<p>Weather- friend or foe? Know which is the hottest and coldest season in the UK</p> <p>Know and recognise main weather symbols</p>

Geography Curriculum Map Year 2



Place knowledge	
Locational knowledge	
Human and physical geography	
Map skills	
Field work	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
WIDER CURRICULUM PROJECT How was Bideford Born?	WIDER CURRICULUM PROJECT How far can we fly?	WIDER CURRICULUM PROJECT How much do we really know about the blue planet?	WIDER CURRICULUM PROJECT What a wonderful world?	WIDER CURRICULUM PROJECT Equality- are we there yet?	WIDER CURRICULUM PROJECT Evacuation: Right or wrong?
<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Name and locate the four countries that make up the UK and their capital letters. use world maps to identify the UK and 4 countries, surrounding seas including home nation. Follow a route on a map. Draw basic map (Can link to imaginary) including appropriate symbols and pictures to represent places and features– begin to use a simple key. 		<ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Name and locate the world's seven continents Name and locate the four countries that make up the UK and their capital letters. Locate continents and oceans and the equator. Find the land and the sea. Use large OS maps Use an infant atlas. 	<ul style="list-style-type: none"> 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. (Zambia) Know the main differences between a place in England and that of a small place in a non-European country key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use aerial maps to locate Zambia and compare with local area in UK Use an infant atlas. 		<ul style="list-style-type: none"> Use an infant atlas.

Fieldwork- when was Bideford born?	Knowledge		
<ul style="list-style-type: none"> · Create plans and draw simple features in local environment. · Ask a familiar person planned questions. · Create a tally chart · Use a camera in the field to record what is seen, · Gather information using basic observation skills. · Recognise a photo/video to record what has been seen/heard. · Draw simple features · Ask and respond to basic geographical questions 	<p>When was Bideford born?</p> <ul style="list-style-type: none"> Know and name the 4 countries that make up the UK, surrounding seas and where Bideford is. Know about an event or events that happened long ago, even before their grandparents were born Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. 	<p>How much do we really know about the blue planet?</p> <p>Know the names of and locate the seven continents of the world</p> <p>Know the names of and locate the five oceans of the world</p> <p>Know and use the terminologies: left and right; below, next to</p>	<p>What a wonderful world? (Non-European study- Zambia)</p> <p>Know the main differences between a place in England and that of a small place in a non-European country (Zambia)</p> <p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</p>

Geography Curriculum Map Year 3



Place knowledge	
Locational knowledge	
Human and physical geography	
Map skills	
Field work	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
WIDER CURRICULUM PROJECT Stone Age to Iron Age?	WIDER CURRICULUM PROJECT Who put that there?	WIDER CURRICULUM PROJECT Who shifted my plates?	WIDER CURRICULUM PROJECT Solid as the Rock?	WIDER CURRICULUM PROJECT Was Ancient Greek a Myth?	WIDER CURRICULUM PROJECT Greece – Hot or Not?
	<ul style="list-style-type: none"> Know the names and locate at least eight counties and at least six cities in England. Use 4 figure compass. Locate UK on a variety of different scale maps Locate UK on a variety of different scale maps 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography: climate zones, volcanoes and earthquakes Human geography– settlement, land use, economic activity including trade links and distribution of natural resources including food, minerals and water. Use large scale OS map, junior atlases and begin to use aerial photographs. Begin to use maps online. 	<ul style="list-style-type: none"> Know the names and locate at least eight counties and at least six cities in England. Know the names of and locate a number of North American countries. Know the names and locate at least eight counties and at least six cities in England. Describe and understand key aspects of physical geography: climate zones, volcanoes and earthquakes 	<ul style="list-style-type: none"> Know the names and locate at least eight counties and at least six cities in England. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Westward Ho!) and a region in a European country– Greece. Name and locate at least eight European countries (inc Russia) Human geography– settlement, land use, economic activity including trade links and distribution of natural resources including food, minerals and water. Try to make a map of a short route Understand the importance of symbols in a key.

Fieldwork- Greece Hot or Not?	Knowledge		
<ul style="list-style-type: none"> Gather information Ask geographical questions Use a simple record to present findings Record findings from a field trip Use appropriate terminology <p>Sketching</p> <ul style="list-style-type: none"> Draw an annotated sketch from observation including descriptive labels and direction Select views to photograph Add titles and labels giving date and location information 	<p>Who put that there?</p> <p>Know and name the eight points of a compass</p> <p>Know the names of and locate at least eight counties and at least six cities in England</p>	<p>Who shifted my plates?</p> <p>Know what causes an earthquake</p> <p>Label the different parts of a volcano</p> <p>Name and locate 4 countries in North America</p>	<p>Greece- hot or not?</p> <p>Know the names of four countries from the southern and four from the northern hemisphere</p> <p>Know at least five differences between living in the UK and a Mediterranean country</p> <p>Use maps to locate European countries and capitals.</p>

Geography Curriculum Map Year 4



Place knowledge	
Locational knowledge	
Human and physical geography	
Map skills	
Field work	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
WIDER CURRICULUM PROJECT What did the Romans do for us?		WIDER CURRICULUM PROJECT Where's my Mummy?		WIDER CURRICULUM PROJECT River Deep, Mountain high.	
<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Bideford) and a region in a European country– Italy (Rome) Know and locate the names of and locate at least eight major capital cities across Europe Human geography– settlement, land use and distribution of natural resources including energy, and water. Follow a route on a large scale map Locate places on a range of maps. Locate Europe on a large scale map or globe name and locate countries inc. Russia and their capital cities. Use junior atlases Use map sites on internet. 	<ul style="list-style-type: none"> Use 8 figure compass 	<ul style="list-style-type: none"> Know and locate the names of and locate at least eight major capital cities across Europe Human geography– settlement, land use and distribution of natural resources including energy, and water. Use large and medium scale maps and locate places (find UK and Egypt) Locate the equator. Use junior atlases Use map sites on internet. 		<ul style="list-style-type: none"> Know the names of four countries in the north and southern hemisphere. Know where the equator, tropic of Cancer and Tropic of Capricorn and Greenwich Meridian are on a map. Describe and understand key aspects of physical geography: water cycle, rivers, mountains. Locate the equator. Use large and medium OS scale maps Use junior atlases Use map sites on internet. 	<ul style="list-style-type: none"> Know the names of four countries in the north and southern hemisphere. Know where the equator, tropic of Cancer and Tropic of Capricorn and Greenwich Meridian are on a map. Describe and understand key aspects of physical geography: water cycle, rivers, mountains. Identify features on aerial/oblique photographs Locate the equator. Use large and medium OS scale maps Use junior atlases Use map sites on internet.

Field work- rivers	Knowledge		
<ul style="list-style-type: none"> Gather information Ask geographical questions Use a simple record to present findings Record findings from a field trip Use appropriate terminology <p>Sketching</p> <ul style="list-style-type: none"> Draw an annotated sketch from observation including descriptive labels and direction Select views to photograph Add titles and labels giving date and location information Consider ho photos provide useful evidence Locate position of a photo on a map. (Rivers) 	<p>Was Rome built in a day?</p> <ul style="list-style-type: none"> Know how to plan a journey within the UK, using a road map Know the names of and locate at least eight European countries Know and locate major cities in the UK 	<p>Where's my mummy?</p> <ul style="list-style-type: none"> Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics' Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian 	<p>River deep, mountain high</p> <ul style="list-style-type: none"> Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Know the names of a number of the world's highest mountains Explain the features of a water cycle Know why most cities are located by a river

Geography Curriculum Map Year 5



Place knowledge	
Locational knowledge	
Human and physical geography	
Map skills	
Field work	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
WIDER CURRICULUM PROJECT Can we save the Rainforest?	WIDER CURRICULUM PROJECT What is the Mayan Legacy?	WIDER CURRICULUM PROJECT How did invaders change Britain?	WIDER CURRICULUM PROJECT	WIDER CURRICULUM PROJECT Were the Tudors Significant to Bideford?	WIDER CURRICULUM PROJECT Did we Really Land on the Moon?
<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Bideford), a region in a European country, and a region with North and south America (Brazil– Amazon Rainforest/America moon landing) Know and the names of and locate a number of south American Countries. Describe and understand key aspects of physical geography: biomes, vegetation belts Human geography– types of settlement and land use and the distribution of natural resources including energy, food and minerals. Trade links between south America and the rest of the world. Compare maps with aerial photographs Select a map for a specific purpose (e.g. rainforest) Use atlases to find out features (e.g. the wettest part of the world.) Locate the world’s countries, focus on North ad South America. Identity position and significance of lines of longitude and latitude. 			<ul style="list-style-type: none"> Continue to locate counties and cities of the UK Human geography– types of settlement and land use and the distribution of natural resources including energy, food and minerals. Trade links between south America and the rest of the world. Draw and sketch maps using symbols and a key Use and recognise OS map symbols Use index and contents page of an atlas. Use medium scale land ranger OS maps 		<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Bideford), a region in a European country, and a region with North and south America (Brazil– Amazon Rainforest/America moon landing) Use index and contents page of an atlas.

Fieldwork	Knowledge
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<p>Use a database to interrogate information collected</p> <ul style="list-style-type: none"> Use graphs to display data collected <p>Sketching</p> <ul style="list-style-type: none"> Evaluate their sketch against a set criteria and improve it Annotate sketched as evidence in an investigation Make judgements about the best angle or viewpoint when taking an image or completing a sketch 	<p>Can we save the Rainforest?</p> <ul style="list-style-type: none"> Know key differences between living in the UK and in a country in either North or South America Know what is meant by biomes and what are the features of a specific biome. Label layers of a rainforest and know what deforestation is Know how to use graphs to record features such as temperature or rainfall across the world Know the names of four countries from the southern and four from the northern hemisphere <p>How did invaders change Britain?</p> <ul style="list-style-type: none"> Know the names of a number of European capital cities Know and locate counties in the UK
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Geography Curriculum Map Year 6



Place knowledge	
Locational knowledge	
Human and physical geography	
Map skills	
Field work	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
WIDER CURRICULUM PROJECT What's in your wardrobe and why?	WIDER CURRICULUM PROJECT Safari, Starvation, Savannah – is that all there is to Africa?	WIDER CURRICULUM PROJECT Why do people fight?		WIDER CURRICULUM PROJECT Express Yourself – should we fight for what believe in?	
	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Bideford), a region in a European country, and a region with North and south America (Africa/France for battles) Describe and understand key aspects of physical geography: biomes, water cycle (recap) Human geography– types of settlement, economic activity land use and the distribution of natural resources including: water and food. Uses atlases to find out about other features e.g. weather patterns) Begin to draw a variety of thematic maps Use OS maps Confidently use an atlas Recognise world map as a flattened globe. 	<ul style="list-style-type: none"> Locate places on a world map. Confidently use an atlas 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Bideford), a region in a European country, and a region with North and south America (Africa/France for battles) Continue to locate counties and cities of the UK Human geography– types of settlement, economic activity land use and the distribution of natural resources including: water and food. Uses atlases to find out about other features e.g. weather patterns) 		<ul style="list-style-type: none"> Follow a short route on an OS map

Fieldwork	Knowledge	
<ul style="list-style-type: none"> Select appropriate methods for data collection (e.g. interviews, observations, investigations) Sketching Use photographic evidence in their investigations Use sketches as evidence 	<p>Safari, Starvation, Savannah – is that all there is to Africa? Know about time zones and work out differences</p> <p>Know the names of and locate some of the world's deserts</p> <p>Know main human and physical differences between developed and third world countries</p> <p>Use Google Earth to locate a country or place of interest and to</p>	<p>Why do people fight?</p> <p>Know why are industrial areas and ports are important</p> <p>Know what most of the ordnance survey symbols stand for</p> <p>Know how to use six-figure grid references</p> <p>locate the world's countries,</p>



Implementation

Geography is taught explicitly at West Croft and each unit consists of six 1 hour sessions a week.

Children will study 18 units from year 1 to year 2.

- **Skill based** units (see next slide)
- Most topics are taught in Key Stage One and studied again in further detail throughout Key Stage Two.
- The model allows children to **build upon their prior knowledge** and increases their enthusiasm for the topics whilst embedding procedural knowledge into the long-term memory.
- All learning will start by revisiting prior knowledge including **quizzing** as a retrieval tool. This will be scaffolded to support children to recall previous learning and make connections.
- Learning will be supported through the use of **knowledge organisers** that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. A variety of ways to record findings and new learning.
- Learning will include a variety of **maps and atlases** where children will be exposed to a variety of map skills.
- **Specialist vocabulary** for topics is taught and built up, and effective questioning to communicate ideas is encouraged, which will be displayed on project boards and used in children's learning.
- Every lesson starts with a **question** to be explored and deepened.
- **Mini hooks/thematic approaches** are used to **create memorable learning opportunities to further develop their understanding.**
- Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. We explore our school grounds, including our wooded area and ensure that we utilise our wonderful location by exploring a variety of aspects of history within the context of our local area.

Planning for progress from fundamental foundations to greater depth

To secure greater depth, it is important that teachers change the nature of tasks and questions as pupils move through the three cognitive domains. Below is a table that shows how the nature of tasks and questions should change in each domain:

Cognitive Domain	Types of thinking	Nature of question	Types of tasks and questions
Basic	Low level cognitive demand. Involves following instructions.	Building knowledge of fundamental foundations	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, observe, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise, calculate, recite, draw, recall.
Advancing	Higher-level cognitive demand beyond recall. Requires application involving some degree of decision making.	Applying fundamental foundations	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, estimate, compare, experiment, demonstrate, practise, show, arrange, point out, graph, separate.
Deep	Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.	Inventively applying fundamental foundations	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, judge, recommend, justify, generalise, propose, discover, arrange, rate, evaluate, revise, conclude, formulate, construct, develop, connect, prioritise.

Book list to suit topics.

	Autumn		Spring		Summer	
	Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
Year 1	<p>Town, city and village Where would you like to live?</p> <p>Last stop on Market Street- Matt de la Pena BAME</p> <p>Town and Country- Craig Shuttlewood</p> <p>How does my home work? Chris Buttenwork</p>	<p>Which West Croft is Best Croft?</p>	<p>Hot and cold -</p> <p>Lost and Found – Oliver Jeffers</p> <p>Handa's Surprise- Eileen Browne BAME</p>	<p>Can we reap what we sow?</p>	<p>Francis Drake – hero or pirate?</p>	<p>Weather - friend or foe?</p> <p>Hurricane</p> <p>Splish Splash Splish- Mick Manning</p>
Year 2	<p>How was Bideford born?</p> <p>Tarka the Otter</p> <p>Henry's Freedom Box- Ellen Levine- BAME</p>	<p>How far can we fly?</p> <p>Look Up- Nathan Byrson BAME</p>	<p>Oceans – how much do we really know about the Blue Planet?</p> <p>The proudest blue- BAME</p> <p>At the Beach- Roland Harvey</p> <p>Storm Whale- Benji Davis</p>	<p>What a wonderful world?</p> <p>Lila and the secret of Rain- David Conway BAME</p> <p>Selep well Siba and Saba- - Nansubuga Isdahl BAME</p>	<p>Equality – are we there yet?</p> <p>Nelson Mandela- A long walk to Freedom- Nelson Mandela</p> <p>Who Was Rosa Parks? Ladybird</p>	<p>Evacuation – right or wrong?</p> <p>The Lion and the Unicorn- Shirley Hughes</p> <p>My Secret War Diary- Marcia Williams</p>
Year 3	<p>Would you rather live in the Stone Age or the Iron Age?</p> <p>Stone age boy- Statoshi Kitamura</p> <p>How to wash a woolly mammoth- Michelle Robonson</p> <p>The secrets of Stonehenge- Nick Manning</p> <p>UG- Rymond Briggs</p>	<p>Who put that there?</p>	<p>Who shifted my plates?</p> <p>Survivors- David Long</p> <p>Escape from Pompeii- Christina Balit</p>	<p>Solid as the rock?</p> <p>A rock is lively – Diana Hutts Aston</p>	<p>Was ancient Greece a myth?</p>	<p>Greece – hot or not?</p>
Year 4	<p>What have the Romans done for us?</p> <p>So You Think You've Got It Bad: A Kid's Life in Ancient Rome- Chae Strathie</p> <p>Empire's End- A Roman story- Lella Rasheed- BAME</p>		<p>Where's my mummy?</p> <p>The Egyptian Cinderella- Shirley Climo</p> <p>Ancient Egypt: Tales of Gods and Pharaohs- Marcia Williams</p> <p>The legend of Tutankhamu- Sally Jane Morgan</p> <p>Marcey and the riddle of the Sphinx- Joe Todd Stanton</p>		<p>Mountains to the coast</p> <p>Flotsam- David Weisznar</p> <p>The Abominables- Eva Ibbostan</p> <p>A River- Marc Martin</p> <p>River story – Meredith Hopper</p> <p>Water Dance- Thomas Locker</p> <p>Why water is worth it- Lori Harrison</p>	
Year 5	<p>Can we save the rainforest?</p> <p>The Shaman's Apprentice- Lynne Chery - BAME</p> <p>The Vanishing Rainforest- Richard Platt</p> <p>The Great Kapok Tree- Lynn Cherry</p> <p>Pongo- Jesse Hodgson</p>	<p>What is the Mayan legacy?</p> <p>Rain Player- David Wisniewski</p> <p>The chocolate tree: Mayan Folktales - Linda Lowery</p> <p>Avoid being a Mayan soothsayer- Rupert Matthews</p>	<p>How did invaders change Britain?</p> <p>Beowulf- Rob Llyod Jones</p> <p>Life in Anglo- Saxon Britain – Anita Ganeri</p> <p>King Arthur and the Knights of the Round Table- Marcia Williams</p>		<p>Was Bideford significant to the Tudors?</p> <p>Diver's daughter Patrice Lawrence- BAME</p> <p>My Friend Waletor- Michael Morpurgo</p> <p>You wouldn't want to be married to Henry VIII- Fiona McDonald</p>	
Year 6	<p>Evolution of Fashion and Music</p>		<p>Amazing Africa – Savannah, Safari and Starvation; is that all there is to Africa?</p> <p>Journey to Jo'berg_ Beverly Naidoo- BAME</p> <p>The Hunter- Paul Geaghty</p> <p>One day on our blue planet: The Savannah – Ella Bailey</p> <p>African Tales: A barefoot collection- Gcina Mhlophe</p>		<p>Battles from 1066</p> <p>Why do people fight?</p> <p>Letters from the lighthouse- Emma Carroll</p> <p>Tail- End Charlie- Nick Manning</p>	

Book list to suit topics.

	Autumn		Spring		Summer	
	Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
Year 1	Town, city and village Where would you like to live?	Which West Croft is Best Croft?	Hot and cold - Lost and Found – Oliver Jeffers Handa's Surprise- Eileen Browne BAME	Can we reap what we sow?	Francis Drake – hero or pirate?	Weather - friend or foe? Hurricane Splash Splash Splash- Mick Manning
Year 2	How was Bideford born? Tarka the Otter Henry's Freedom Box- Ellen Levine- BAME	How far can we fly? Look Up- Nathan Byrson BAME	Oceans – how much do we really know about the Blue Planet? The proudest blue- BAME At the Beach- Roland Harvey Storm Whale- Benji Davis	What a wonderful world? Lila and the secret of Rain- David Conway BAME Selep well Siba and Saba - Nansubuga Isdahl BAME	Equality – are we there yet? Nelson Mandela- A long walk to Freedom- Nelson Mandela Who Was Rosa Parks? Ladybird	Evacuation – right or wrong? The Lion and the Unicorn- Shirley Hughes My Secret War Diary- Marcia Williams
Year 3	Would you rather live in the Stone Age or the Iron Age? Stone age boy- Statoshi Kitamura How to wash a woolly mammoth- Michelle Robonson The secrets of Stonehenge- Nick Manning UG- Rymond Briggs	Who put that there?	Who shifted my plates? Survivors- David Long Escape from Pompeii- Christina Balit	Solid as the rock? A rock is lively – Diana Hutts Aston	Was ancient Greece a myth?	Greece – hot or not?
Year 4	What have the Romans done for us? So You Think You've Got It Bad: A Kid's Life in Ancient Rome- Chae Strathle Empire's End- A Roman story- Lella Rasheed- BAME		Where's my mummy? The Epytan Cinderella- Shirley Climo Ancient Egypt: Tales of Gods and Pharaohs- Marcia Williams The legend of Tutankhamu- Sally Jane Morgan Marcey and the riddle of the Sphinx- Joe Todd Stanton		Mountains to the coast Flotsam- David Weisznr The Abominables- Eva Ibbostan A River- Marc Martin River story – Meredith Hopper Water Dance0- Thomas Locker Why water is worth it- Lori Harrison	Should these areas be used for tourism? The secret of black rock - Joe Todd-Stanton Window- Jennie Baker
Year 5	Can we save the rainforest? The Shaman's Apprentice- Lynne Chery - BAME The Vanishing Rainforest- Richard Platt The Great Kapok Tree- Lynn Cherry Pongo- Jesse Hodgson	What is the Mayan legacy? Rain Player- David Wisniewski The chocolate tree: Mayan Folktales - Linda Lowery Avoid being a Mayan soothsayer- Rupert Matthews	How did invaders change Britain? Beowulf- Rob Llyod Jones Life in Anglo- Saxon Britain – Anita Ganeri King Arthur and the Knights of the Round Table- Marcia Williams		Was Bideford significant to the Tudors? Diver's daughter Patrice Lawrence- BAME My Friend Waletor- Michael Morpurgo You wouldn't want to be married to Henry VIII- Fiona McDonald	Did we really land on the moon? Curiosity: The Story of a Mars Rover – Markus Motem Hidden Figures: The True Story of Four Black Women and the Space Race- Simon Bartram- BAME Counting on Katherine- Helaine Becker
Year 6	Evolution of Fashion and Music		Amazing Africa – Savannah, Safari and Starvation; is that all there is to Africa? Journey to Jo'Berg_ Beverly Naidoo- BAME The Hunter- Paul Geaghty One day on our blue planet: The Savannah – Ella Bailey African Tales: A barefoot collection- Gcina Mhlophe		Battles from 1066 Why do people fight? Letters from the lighthouse- Emma Carroll Tail- End Charlie- Nick Manning	Express Yourself -