

Geography at The Meadows



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A learning journey through Geography at The Meadows.

Progression of knowledge & skills: Progression of knowledge & skills

How can you help your child at home?

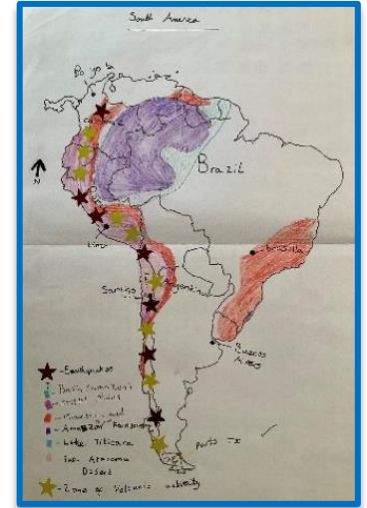
Our Geography policy



An Introduction to Geography at The Meadows

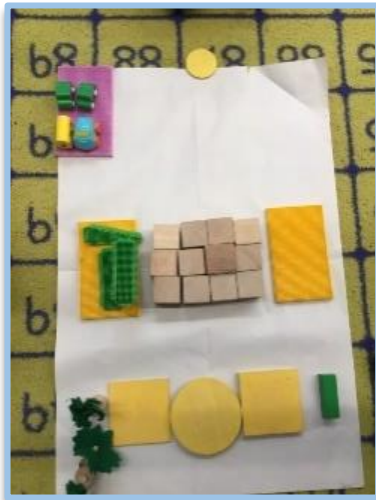
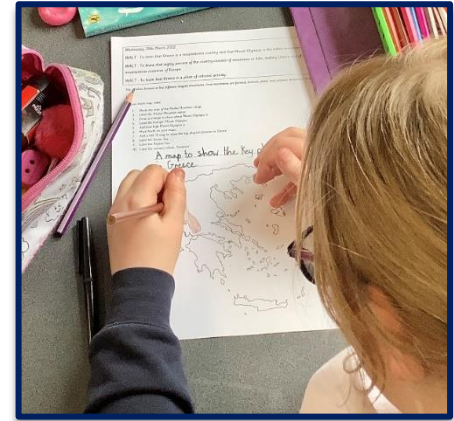
Geography is, in the broadest sense, an education for life and for living. Learning through geography – whether gained through formal learning or experientially through travel, fieldwork and expeditions – helps us all to be more socially and environmentally sensitive, better informed, and more responsible as citizens and employees.

Royal Geographical Society, 2020



Intent: Why we do what we do

At the Meadows Primary School, our Geography curriculum is designed to give children a curiosity and fascination about the world around them. Children study their local area and contrasting places in the United Kingdom, Europe and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.



The intent of the geography curriculum is that our children will have a deep understanding of their local environment and the diverse surroundings in the wider world, with appreciation to human and physical characteristics.



Our aims are:

- To foster a love and enthusiasm for the learning of Geography.
- To develop children's curiosity in the world around them, allowing them to take some responsibility for their own learning.
- To help children build up a bank of geographical knowledge and understanding of their locality, the United Kingdom and the wider world which will help them to come to some understanding about how global events and other cultures have an influence on their lives and the world around them.
- To equip each child with the necessary geographical skills so that they think as a geographer.
- To promote children's ability to have an empathy with people from other cultures and to develop a sense of what it means to be a 'global citizen.'
- To develop children's geographical understanding and competence in specific geographical skills. To learn about geographical events and important events around the world.
- To help children acquire and develop skills and confidence to undertake, investigation, problem solving and decision making and to equip them with the tools to help them decide how to present their findings and conclusions in the most appropriate way.



Implementation: How we teach Geography at The Meadows

At the Meadows Primary School, we believe in a cross-curricular approach to learning Geography thus enabling all children to achieve and experience success.



- *We intend to give children access to stimulating and inspiring lessons, to create and foster a sense of wonder about the world.*
- *To allow children to take responsibility for their own learning in Geography will ensure that they are curious and interested in what they are learning. Geography topics will begin by finding out what the children already know and what they would like to find out about.*
- *We have used the National Curriculum (2014) to ensure coverage and have used this document to create exciting and cross-curricular topics for each year group that will teach the children about their local area, the United Kingdom and the wider world. There will be a focus on developing a respect for, and an interest in people throughout the world regardless of culture, race and religion.*
- *By developing the children's geographical skills throughout the school; collecting and analysing data and communicating findings, using, drawing and interpreting maps, diagrams, globes, aerial photographs and geographical information systems we are equipping each child with skills to think as a Geographer would. Our 'Progression of Skills' document will ensure the development and progression of these skills as children move up through the year groups.*
- *Children will be encouraged to have an awareness of the changing world, so that they will want to look after their immediate environment the Earth and its resources and think about how it can be improved and sustained.*
- *Children will be encouraged to draw upon all their geographical knowledge and understanding about their locality, their country and the wider world and share their findings with their teacher and fellow peers.*
- *By encouraging children to present their work in a range of ways e.g. labelled diagram, labelled map, diary entry, role-play, discussions, musical presentation, photographs etc. Children will be encouraged to draw upon other subject areas to help show their knowledge and thus allowing all children to succeed.*

We believe in a real 'hands on' approach to the teaching of Geography, aiming to bring Geography 'to life' through the use of visits and visits from experts. We believe having access to real geographical activities, e.g. research of a local environmental problem is a highly effective tool for teaching Geography. For each topic, we aim to have either an appropriate off-site visit or visitor into school that will enhance the children's learning in the area of study. Use of the internet to investigate a current issue is another powerful tool to aid the teaching of geography especially for worldwide issues.



Impact: **How we will know if we have been successful?**

By the time pupils leave the Meadows Primary School, we hope that each child has developed their knowledge of the human and physical world around them, have a growing empathy for its different people and its cultures and can express this knowledge through a range of geographical skills. We hope that they are able to build on this as they move into secondary school and beyond as global citizens.



Whole school long term planning

The Meadows Long Term Overview

Key Stage 1	Autumn term	Spring Term	Summer Term
KS1 – Cycle A	Fire, Fire!	Voyages of Discovery	The Big Build
KS1 – Cycle B	Animal Magic	To market, to market.	Wellies and Flip-flops
Key Stage 2	Autumn term	Spring Term	Summer Term
Lower KS2 – Cycle A	Vicious Vikings	Castle Quest	Commit the crime, do the time!
Lower KS2 – Cycle B	Ty Mawr	A City in Ruins	The Walled City
Upper KS2 – Cycle A	Mayan Mania	Bright Lights, Big City	Poles Apart
Upper KS2 – Cycle B	Buried Under the Sand	A Greek Odyssey	Sailing the Severn
Year 6	Pack Up Your Troubles	Around the World in 80 Days	Climb Every Mountain

Progression of skills in Geography - EYFS

Three- and Four-year olds	Understanding the World	● Use all their senses in hands-on exploration of natural materials. ● Begin to understand the need to respect and care for the natural environment and all living things. ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World	● Draw information from a simple map. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Recognise some environments that are different to the one in which they live.
Early learning Goal	People Culture and Communities	● 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, non-fiction texts and (when appropriate) maps.
Early Learning Goal	The Natural World	● 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. ● Understand some important processes and changes in the natural world around them, including the seasons.

Progression of skills in Geography - Key Stage 1

	<i>Locational Knowledge</i>	<i>Place Knowledge</i>	<i>Human & Physical Geography</i>	<i>Geographical skills and fieldwork</i>
<i>Key Stage 1</i>	To begin to be able to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. To be able to name and locate the world's seven continents and five oceans To find and locate zoos in each of the 4 countries of the UK, including Chester Zoo in England. To locate the 4 countries of the UK and their capital cities that have markets. To locate the seven continents and match fruits/vegetables from each continent. To name and locate the World's continents and oceans. Name and locate the countries of the UK and their capital cities. To name and locate a famous bridge in each continent and plot on to a world map. To name and locate the continents of the World and identify an animal that lives in each continent.	To begin to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. To begin to 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 To understand the geographical similarities and differences between Llandudno and Oswestry. To compare our local area to a non-European country (e.g. America, which Columbus discovered) and find geographical similarities and differences. To plot Christopher Columbus's voyage of discovery onto World maps. To create their own maps of how they would journey across the world.	To begin to be able to 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. To be able to use basic geographical vocabulary to describe the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To be able to use basic geographical vocabulary to describe the key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Comparison of Llandudno to Oswestry. To compare Llandudno with another Non-European holiday destination. To locate hot and cold areas of the world. To identify the seasonal/ daily weather patterns in the UK. To explore animals from different climates and find the location of hot and cold areas of the world in relation to the equator and the north and south poles. To use geographical vocabulary to describe London. To use basic geographical vocabulary to describe the features of a zoo. To use geographical vocabulary to describe key physical and human features in America.	To begin to use world maps, atlases and globes to identify the United Kingdom and its countries. To begin to 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. To 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. To be able to 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 maps, atlases, globes and computer mapping to find local markets. To create simple plans and maps of the school building and the grounds. To study aerial images and locate and recognise landmarks. To use the four points of the compass to describe a location.

Progression of skills in Geography - Key Stage 2

	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical skills and fieldwork
	To locate the world's countries, using maps to focus on Europe and North and South America. To 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. To 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)	To 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	To 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	To use maps, atlases, globes and digital/computer mapping to locate countries and to describe features studied To 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 To 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.
Lower Key Stage 2	To look at key topographical features in Denmark. To know the countries the Vikings descended from are known as Scandanavia. To locate Whittington Castle and other castles on a map. To name ten counties in the UK and locate them on a map. To look at land use patterns and topographical features to decide where is the best place for a castle. To name the four countries of the United Kingdom and locate on a map with capital cities. To know the names of some of the capital cities of Europe. To label the equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn and lines of latitude and longitude.	To compare similarities and differences between Denmark and a UK region (Llandudno). To compare similarities and differences between Shrewsbury and modern day Rome.	To describe the human and physical features of Denmark. To look at the distribution of natural resources to understand why the Vikings invaded (Metals). To recognise different types of settlements. To learn about six different types of biome. To describe the features of the River Dee. To describe the effects the river has on the area. The Water Cycle	Locate countries that Vikings come from and their features using maps, atlases, globes and digital/computer mapping. To learn about the eight points of a compass. To compare maps over time and understand symbols. To locate the River Dee on a map. To locate Ty Mawr, and the River Dee on Digimaps. To use an OS map with grid references and map symbols to locate features at Ty Mawr. To map the extent of the Roman Empire with maps / globe / Digimaps.

Upper Key Stage 2	To locate North and South America and the oceans of the world and label on a map. To name and label the main countries of South America and their capital cities. To locate the major cities of the United Kingdom. To locate Africa and Egypt on a map. To name and locate Greece and its capital city on a map. To know the River Severn provides us with many resources.	To compare seasons and daylight hours between the Arctic and Antarctic and the United Kingdom. To find the main cities of Egypt and compare with British cities. To compare Greece with the United Kingdom.	To learn about the key physical and human features of South America. To learn about the three physical regions of South America. To learn about the human features of each physical region. To learn about the volcanoes and earthquakes of South America. To locate the major ports of the United Kingdom and link to industries. To learn about the changes to the Port of Liverpool. To learn about the tundra biome. To learn about the climate in Egypt. To learn about the River Nile, land use around it and trade links. To study a desert biome. To study the mountains and volcanoes in Greece. To describe the features of a river system. To understand that large towns have grown from settlements on the River Severn. To understand how flooding affects towns along the River Severn.	To plot the main cities of the United Kingdom and their four-figure grid reference. Use the 8 points of a compass to describe the locations of the major cities in relation to each other. To locate the polar regions To graph the differences in daylight hours between the polar regions and the United Kingdom. To plot a journey using four-figure grid reference to reach the South Pole. To use an atlas to identify neighbouring countries. To use four-figure grid references to locate famous Greek landmarks. To calculate the distance from Britain to Greece using the scale on a map and Digimaps. To locate the course of the River Severn on a map. To find the source of the River Severn.
Year 6	To locate countries on a world map and their capital cities. (Russia, Canada, China, United States, Brazil, Australia, India, Argentina, Kazakhstan, Algeria). To add lines of latitude and longitude, the equator, Northern hemisphere, Southern hemisphere, Tropics of Cancer and Capricorn. To understand the time zones of the world and map the Prime / Greenwich Meridian.		To explain the UK's trade links. To explain the importance of Fair Trade. To explain the global supply chain. To explain how trading has changed over time. To study climate zones across the world. To map the World's major mountain ranges (Alps, Atlas, Himalayas, Pyrenees, Rockies, Andes, Urals) Rocky Mountain Range, North America	To use maps to show the UK's trade links with other countries. To use six figure grid references

How can you help your child at home?

Useful websites for KS1 pupils at home	Useful websites for KS2 pupils at home
<i>National Geographic Kids</i>	<i>National Geographic Kids</i>
<i>KS1 Geography - BBC</i>	<i>KS2 Geography - BBC</i>
<i>KS1 Topmarks</i>	<i>BBC Teach</i>



Try playing Globle at home! See if you can find the mystery country of the day.

Globe Game

